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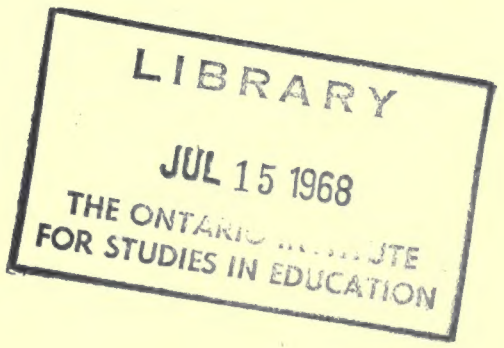
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NATIONAL School Service

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AMERICAN MARINES IN FRANCE

First American Troops Take Important Part in Fighting Near Château-Thierry, June 1 to 10

The following letter, somewhat condensed, describes the work of the marines in France, the first of the American troops to take an important part in the fighting, near Château-Thierry:

Roads Filled with Refugees

"We left our rest area at 4 a.m., May 31, 1918, in camions [motor trucks] 20 to 30 in a camion, taking a route that skirted within nine miles of Paris. Here we found beautiful little towns with charming villas, blooming gardens, and French who had that unconquerable gayety of the Parisian, and they lined the roads and threw flowers into the trucks or handed them to the men, and waved American flags at us. As we neared Meaux [25 miles east of Paris] we saw our first fugitives, on a road that was a living stream of troops in camions, guns, and trains hurrying to the front. And the refugees went straight to the heart of us. When you saw old farm wagons lumbering along with the chickens and geese swung beneath in coops, laden down with what they could salvage, cattle driven by boys of nine or ten years, little tots trotting along at their mothers' skirts, tired out, but never a tear or whimper, saw other groups camping out on the road for the night—there was the other side, the side that I think fired the men to do what they did later. I saw one wagon coming along towering to the top with boxes and mattresses, and on the top mattress was a white-haired old lady who would have graced any home, dressed in her best, and with a dignity that blotted out the crude load and made you think of nothing but the silver-haired old lady, who was the spirit of a brave people that met disaster with dignity.

"Up from Meaux the road went straight to the front, with glimpses of the Marne. And it was a living road of war, troops on foot and in the lumbering camions. French dragoons trotting by, with their lances at rest and the officers as trim as though they had just stepped out of barracks; trains, ambulances, guns from the 75's to the 210's, staff cars whizzing by, and a trail of dust that coated the men in the camions until they looked like mummies.

"It was midnight when our 1st Battalion halted in their trucks at a point four miles back of where we finally went into line [near Château-Thierry], and officers and men bivouacked on the roadside or in the fields. The men were sadly in need of rest, for they had had practically no sleep for two nights. Next afternoon, June 1st, we took up the support line, with French

(Continued on page 2)

MESSAGE FROM PRESIDENT WILSON

To School Teachers of the United States:

It is quite unnecessary, I am sure, for me to urge a continuance of the service you and your pupils have rendered to the Nation and to the great cause for which America is at war. Whatever the Nation's call has been, the response of the schools has been immediate and enthusiastic. The Nation and the Government agencies know and appreciate your loyalty and devotion and are grateful for your unfailing support in every war service.

The schools and colleges of America are justified by their works when the youth of our land and the homes from which they come are united in unselfish devotion and unstinted sacrifice for the cause and the country we hold dear. The spirit of American democracy is a heritage cherished and transmitted by public education. All that America has meant to us and to the world in the past it must mean with greater and more disinterested devotion in the future. The civic sense that has made each home and child part of a community, part of a state, part of a Nation, is to-day deepened by this war and its issues. It affects the fate of the many lands and peoples whose blood is in our veins, and whose happier future will be part of the triumph of the principles for which we fight.

The doors of the schools have opened to a new generation of children. Your responsibilities, great in the past and greatly met, are still greater to-day. This publication by the Committee on Public Information, established in response to the requests of the schools and the needs of the departments whose programs involve the schools, will have served its purpose if it aids you in performing and interpreting the new duties implicit in its title.

WOODROW WILSON

HOOVER COMMENDS TEACHERS

They Are the Appointed Leaders of the Nation's Great Reserve

Food production and food conservation have been stimulated greatly through the activities of the schools. In recognition of this service, Herbert Hoover, United States Food Administrator, sends this personal message to the teachers of America:

TO THE TEACHERS OF AMERICA:

For more than a year the Food Administration has been increasingly indebted to the schools of America. Teachers, pupils, and administrative officers have been most cordial in their support of all that has been undertaken to provide food for those who have a right to expect it of us. I welcome this means of giving credit to those who so deserve it, and of expressing my personal gratitude to them.

No one will see more clearly than you the difficulties that surround the food problem, and none will appreciate more fully the necessity of exact information, most widely disseminated, as a basis for effective popular support. And this popular support is absolutely indispensable.

This is the people's war. They must participate in it in every way that can be devised. Their willingness to do this has been abundantly proven. Hence they also have a right to the truth in order that they may do what they can and do it because they understand.

There may be those who have doubts as to what their duty in this crisis is, but the teachers cannot be of them. They are the appointed leaders of the Nation's great reserve; if this force fails, the hope

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STATE HOUSE BOSTON

for a victorious peace will be in vain. Let them be thankful that they find themselves in a place so honorable and so commanding.

The policy of the Food Administration is built upon the widest publicity of facts, and full confidence in the determination of the people voluntarily to do whatever is manifestly necessary. The educational forces of the country will aid incalculably in translating this policy into history.

HERBERT HOOVER.

Washington, Sept. 1, 1918.

AMERICAN MARINES IN FRANCE

(Continued from Page 1)

troops hard pressed by the Boche holding the line out in front. Our first post command was in the outer edge of a strip of woods that is now a mile and a half in the rear, with as little protection from any kind of fire as a spot in the speedway. From what the French told us, the Boche cannon had got up in small numbers only, and in their fights the Boche had fought with machine guns, a prodigious quantity of them, and grenades. On our right were the French. The next day, June 2nd, the French began to drop back, tired out and outnumbered; and that afternoon, by prearranged plan, they were to pass through, and our line was to become the front line.

German Attacks Repulsed

"We had dropped back and installed ourselves in a house in a little village between Champillon and Lucy-le-Bocage.

American Troops in Camions

From one side we had observation of the north, and when the Germans attacked at 5 p.m. we had a box seat. They were driving at Hill 165 from the north and northeast, and they came out, on a wonderfully clear day, in two columns across a wheat field. From our distance it looked flat and green as a baseball field, set between a row of woods on the farther side and woods and a ravine on the near side. We could see the two thin brown columns advancing in perfect order, until two-thirds of the columns we judged were in view. The rifle and machine fire was incessant, and overhead the shrapnel was bursting. Then the shrapnel came on the target at each shot. It broke just over and just ahead of those columns, and then the next burst sprayed over the very green in which we could see the columns moving. It seemed for all the world that the green field had burst out in patches of white daisies where those columns were doggedly moving. And it did this again and again—no barrage fire, but with the skill and accuracy of a cat playing with two brown mice that she could reach and mutilate at will, and without any hurry. The white patches would roll away and we could see that some of the columns were still there, slowed up, and it seemed perfect suicide for them to try. You couldn't begrudge a tribute to their pluck at that.

"Then, under that deadly fire and the barrage of rifle and machine gun fire, the Boche stopped. It was too much for any man. They burrowed in or broke to the cover of the woods, and you could follow them by the ripples of the green wheat as they raced for cover. The 5th bore the brunt of it, and on our left the men raked the woods and ravines to stop the Boche at his favorite trick of infiltrating through. An airplane was overhead checking up on our artillery fire, and when the shrapnel lay down on those columns just as an elephant would lie down on a ton of hay, the French aviator signalled back to our lines, "Bravo!" The French could not and cannot to-day understand the rifle fire of our men. That men should fire deliberately, and use their sights and adjust their range, was beyond their experience. The rifle fire certainly figured heavily in the toll we took, and it must have had a telling effect on the morale of the Boche, for it was something they had not counted on. As a matter of fact, after pushing back the weakened French and then running up against a stone-wall defense, they were literally up in the air and more than stopped. We found that out later from prisoners, for the Germans never knew we were in the front line when they made that attack. They were absolutely mystified at the manner in which the defense had stiffened up, until they found that our troops were in line.

"The next day Wise's outfit pulled a spectacular stunt in broad daylight. They spotted a machine gun out in front, called for a barrage, swept out behind it, killed

German Prisoners

or wounded every man in the crew and disabled the gun. They got back O. K., and then the Boche launched a counter-attack that was smashed up. For the next few days we were busy pushing out small posts to locate the enemy, and to reoccupy such strong points as were beyond the main line assigned us.

American Advance Begun

"The real fireworks broke on June 6, when a general advance on the Brigade front to straighten out the lines and recover territory was decided on. At 5:00 p.m. we started out for our new objectives, on a wonderful day, and the twilight is so long here that it was practically broad daylight. The artillery preparation was short, and one of the platoons of our machine gun company laid down a barrage. The woods were alive with machine guns, and at times where our lines and those of the 5th had passed through they soon found Boche and machine guns in their rear. The advance on the left was held up by stubborn fighting, but about 9 o'clock Major Sibley sent in a runner with word that his left was advanced as far as his right, that he had reached the northeast edge of the woods, that the worst of the machine gun nests was on a rock plateau near his post command, but that he had surrounded it.

"In the meantime, because of the extreme difficulty of *liaison* and with a dark night closing in, orders went out to consolidate. This came just before we had word from Sibley. It was just 9:45 when word came in that Bouresches had been taken by Robertson's platoon of the 96th, or rather the 20 odd men of his platoon who had managed to break through a heavy machine gun barrage and enter the town. As Robertson told me, he had managed to get part of his platoon through the barrage, and looking back, he saw Duncan and the rest of the company, who were charging through the barrage, 'go down like flies.' Robertson blew his whistle just before this to bring up all of his half of the line, and missed Lieutenant

Bowling. He passed the word, 'Where is Johnny?' and saw Bowling get up, face white with pain, and go stumbling ahead with a bullet in his shoulder.

"Although the capture of Bouresches was the most spectacular of the first fighting, Sibley was having heavier work in the Bois de Belleau. He reported early that there were many machine guns in the woods. At first prisoners came in early, and the men who brought them back reported that the companies were cleaning up fast with few casualties. Young Timmerman charged one machine gun nest at the point of the bayonet, and sent in 17 prisoners at a clip. The counter-attack came at 2:30 in the morning, and although they got within 30 feet of the town, it was smothered by our fire.

Cleaning Up Machine Gun Nests

"June 7th was spent in getting rations, water, and ammunition out to both battalions, and the little Ford we have hung on to, although it was twice on the verge of destruction, ran through a period of 36 hours over the road to Bouresches in daytime and at night, or to a point from which the stuff could be carried off to the left to the ravine running along the right of Sibley's position. All that day and the next Sibley's men rushed machine-gun nests in hand-to-hand fighting. The guns were emplaced on crests in the thick woods, on rocky ridges, with fire to all points. Their light guns could easily be moved around to our flanks or rear, and the Boche certainly know the art of working through, infiltrating, and opening fire from unexpected quarters. Many times the groups got a footing on these crests, only to have to fall back in the face of a deadly machine-gun and stick-grenade fire. It was work of the most reckless courage against heavy odds, and they took their toll of us for every gun captured or disabled.

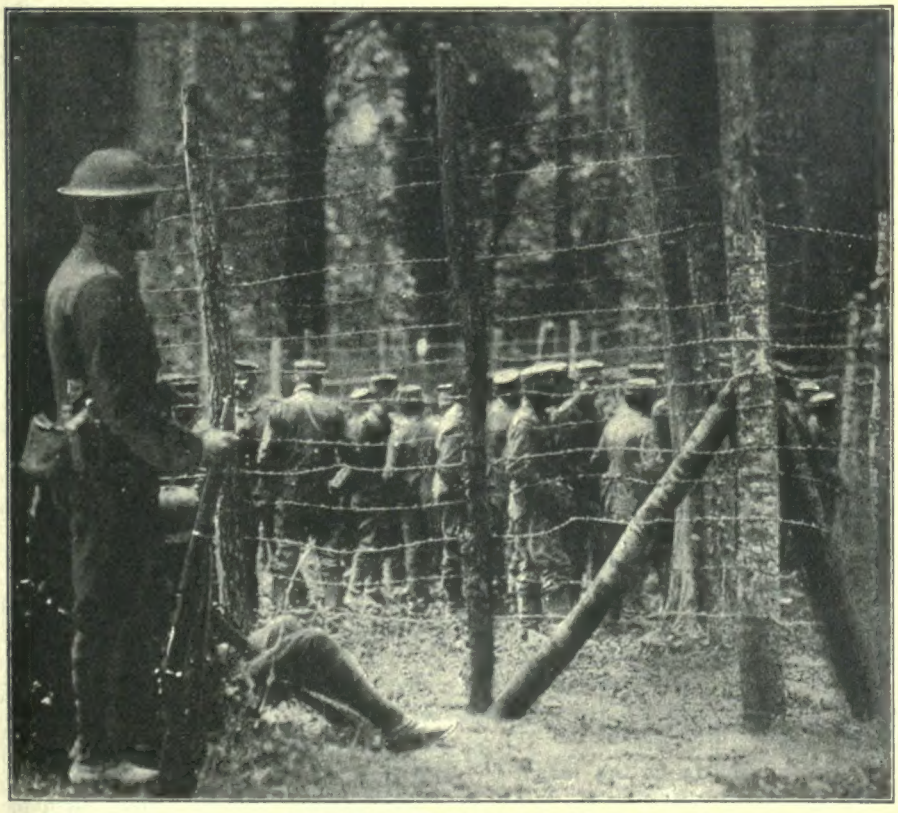
French Refugees

Incidents of the Fighting

"On the 9th Sibley was withdrawn to a point from which the artillery could hammer away at the machine gun nests, which had been thoroughly located. For an hour 50 American and French batteries of 75's and 155's threw everything they had into those woods on the right. Hughes went in on the 10th, and his first message was that the artillery had hammered the Bois de Belleau into mincemeat. Overton, who had taken over the 76th Company that day, charged the old rock plateau position in brilliant fashion, killing or capturing every gunner and capturing all the guns, and with few casualties. He 'got his' later, when the Boches shelled him in his hastily dug-in position for 48 hours. Hughes captured six *Minenwerfers*, about 30 guns, light and heavy. Young Robinson charged into certain death to take one nest, and a string of bullets caught him full in the breast. Young Roberts, a runner told me—the last time the runner saw him—was flat on a rock not twenty yards away from one gun, blazing at it with an automatic in either hand. They hit him three times, and hit him hard before he would consent to go to the rear. There was not an officer left in the 82nd Company, and Sibley and his adjutant, Bellamy, reorganized them under close fire and led them in a charge that put that particular nest out of business at the most critical time in all the fighting. When the word got around that dead-tired, crippled outfit that the 'Old Man' [Major Sibley] was on the line, nothing could have stopped that rush.

"Since June 10th [this was written June 29th] while the fighting has not been that savage hand-to-hand kind, we've been in there, the two regiments, always advancing, never giving an inch, attacking and smashing counter attacks by the literal score. They've had five and part of a sixth division against our brigade, and half the time three divisions at once.

"Just one more incident of Sibley's work: The supply of grenades gave out at one time, due mostly to the fact that no one knew what a veritable nest of machine guns those woods sheltered. They would have been a Godsend, and as one



German Prisoners Guarded by Americans

of the men said, 'When I thought of the hundreds I'd thrown away in practice, I'd have given a million dollars for a grenade more than once.'

Effect on the Germans

"The Germans have had the fight knocked out of them and admit it. The artillery has done wonderful work at all times. The last big draft of prisoners had been cut off from supplies by three days of our fire. One man in the 16th Company, Leonard, captured and held in the front lines, brought in, unarmed, a captain, 4 lieutenants, and 73 Germans, unarmed. Another marine, wounded and found in a dugout by Shearer's men, had had his fun when they hammered questions at him, in a smattering of German, French, and English. When they asked him how our food supply was he said, *'Bon beaucoup chow'* ['Good plenty eats']. When they wanted a line on our machine guns they asked, *'Combien put-put-put?'* ['How many put-put-put's?'] and he came back with *'Beaucoup put-put-put'* ['Plenty put-put-put's']. The prisoners vary a lot, some fine big chaps, and many look like retired farmers, undersized, or running down to 17 years. At first they thought we were Canadians, but the last lot say all the Germans know we have about 700,000 men, and they say they don't want to fight us, that we give them no rest and our artillery punishes them terribly."

OUR FIRST CASUALTY

"How did you get hurt?" asked the doctor of the American soldier in France, as he slowly recovered consciousness.

"Well," was the reply, sheepishly given, "the last thing I remember was telling a British Tommy that the Americans had come over here to start the war."

In this connection it may be noted that in a recent speech Prime Minister Lloyd George reported that Great Britain alone had raised an army of 6,250,000 men. "If the United States of America," said he, "were to call to the colors the same number of men in proportion to her population, it would mean near 15,000,000."

A CREED FOR AMERICANS

The American's Creed and its explanation, printed in this issue, offer an opportunity for the teachers of civics or history to drive home strong messages of patriotism and citizenship. Have the students take up the explanation clause by clause. Let them work over the historic background which was responsible for the first forms of the different clauses. Have them point out why these statements are true today, as they were true when first uttered. Finally, bring out the thought that part of our work in the war is to help make these ideal realities in every nation on earth.

That the German government is today generally called autocratic is no invention or exaggeration. Even before the war that was clear to all those informed on the subject within and outside of Germany.

THE WAR IN 1918

Germany's Drives and the Allies' Counter Attacks from March to August

When the military campaign of 1918 opened, the battle line on the western front was about as it had been established by the retreat to the Hindenburg line a year before (March, 1917). It ran in a southerly direction from a point on the North Sea near Ostend, across the western corner of Belgium, past Lille and Cambrai to La Fere, on the river Oise, in Picardy. Thence it turned gradually to the east, passed to the north of the battle-scarred cities of Rheims and Verdun, and crossed the Vosges mountains about midway in their course. The line then dipped southward on the German territory of Alsace, for some fifty miles to the Swiss frontier.

German Preparations

The collapse of Russia enabled the Central Powers to gather on the western front enormous forces of men, guns, munitions, airplanes, liquid-fire and poison-gas apparatus. Their purpose was to force a military decision in 1918, before the United States could get effectively into the fighting. "If the enemy does not want peace," the Kaiser had said December 22, 1917, "then we must bring peace to the world by battering in with the iron fist and shining sword the doors of those who will not have peace."

Five successive drives of the Germans followed, constituting the greatest and most momentous struggle in the history of the world. One of their collateral effects was to force the Allies to a belated step for attaining greater unity of military action by appointing General Foch (April 15) supreme commander-in-chief for the whole western front.

The Battle of Picardy

The first drive opened on March 21 in the region of the river Somme. It is called the battle of Picardy. The base of the drive stretched for 70 miles from near Arras on the north to La Fere on the south. The success of the enemy was in part due to the wholesale use of "mustard" gas shells and in part to new "wave attack" methods worked out by the German General Hutier. Under this pressure a British army under General Gough fell back and left dangerous gaps in the Allied lines. These were filled partly by French troops, but much of the credit for arresting overwhelming disaster belongs to the makeshift battalions hastily organized by General Carey from cooks and other non-combatant forces, including American engineers. Nevertheless the Germans penetrated in six days a maximum depth of 35 miles; but Amiens proved untakeable.

The second German drive began April 9, in Flanders. It penetrated to a depth of 10 miles on a front of 30 miles; but it failed either to reach the Channel ports or to crush the British army.

Second Battle of the Marne

On May 27 the third drive was launched, this time in Champagne, and under the personal direction of the German Crown Prince. It is called the second battle of the Marne, or the Aisne-Marne battle It was preceded by the most tremendous preparations ever made for battle. Between Soissons and Rheims the Germans crushed through to the river Marne at Château-Thierry, an advance of about 30 miles. This brought the menace within 44 miles of Paris. The Germans announced the capture of 45,000 prisoners and over 400 guns.

June 9th the fourth drive began on a 20 mile front west of Soissons. It advanced the German line a maximum of 6 miles, but at a tremendous cost in men killed and wounded. The German attempt to reach the important town of Compiègne failed. It was in this battle on June 6 to 12, northwest of Château-Thierry, that the American marines fought so brilliantly.

Fifth German Drive Stopped

The fifth and last German offensive was launched on July 15. It covered the whole eastern side of the Soissons-Rheims salient and the line for some 15 miles east of the latter city—roughly, about 80 miles from Château-Thierry to Prunay. The immediate object was to encircle from east and west the high wooded hills which lie south of Rheims, capture that city, and seize the important railroad center of Épernay. East of Rheims the drive was stopped by the French under General Gouraud. West of Rheims only slight advances were scored against the stiff resistance of the American troops who were now present in large numbers on this front.

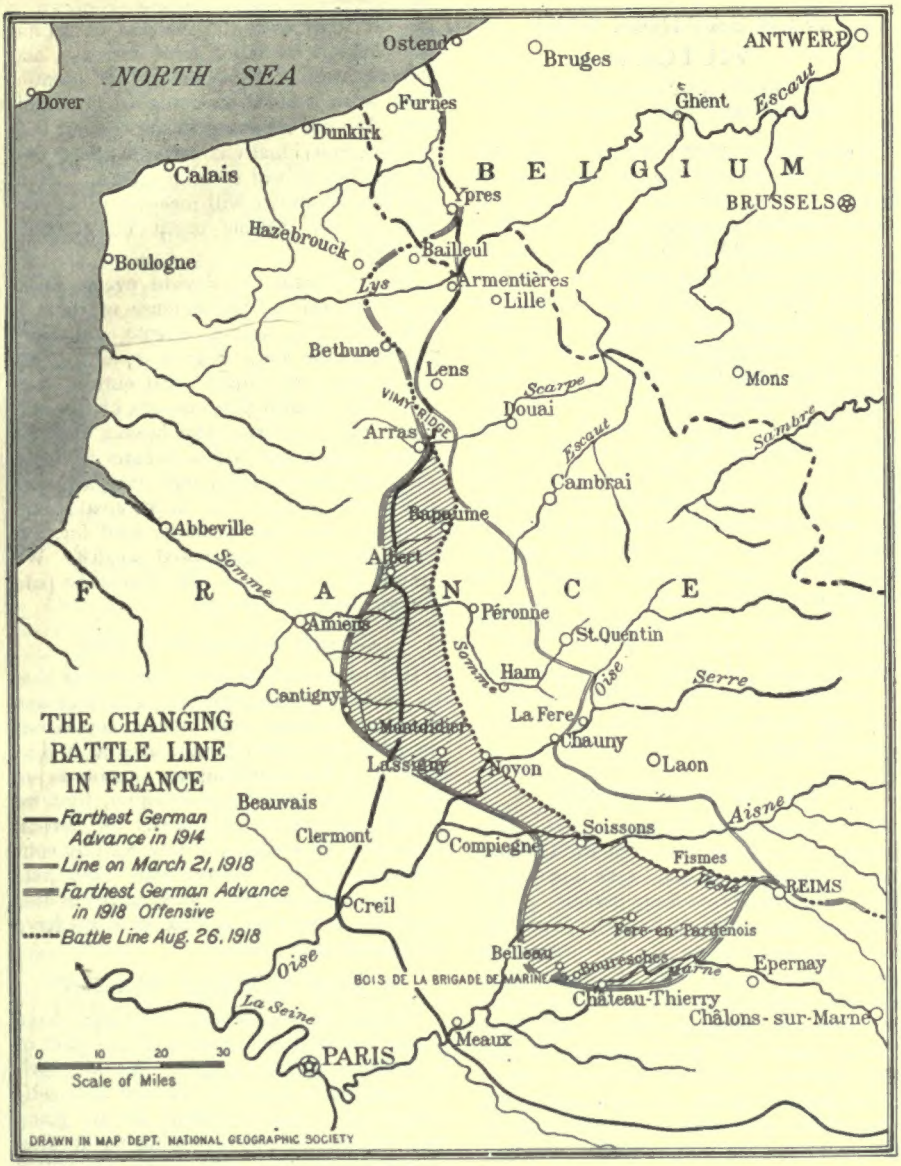
General Foch's Counter Attack

Then came the turn of the tide. General Foch had bided his time, saving his men and supplies until in his opinion the moment for counter attack had arrived. On July 18 he launched the first of his counter drives, along the western side of the Château-Thierry pocket on a front of 28 miles. There was practically no artillery preparation, reliance being placed on the vast numbers of British and French tanks to batter down the German defenses.

From the first day it was evident that a staggering blow had been dealt the German advance. As day followed day and no marked slackening of the Allied effort was perceptible, a wave of optimism succeeded the depression caused by the earlier German successes. By August 6 the brilliant operations of the French and Americans had forced the Crown Prince's army back to the river Vesle. Soissons was taken by the French on August 2, Fismes by the Americans on August 4.

Second Allied Offensive

Before the Germans had recovered from this blow a second great offensive was launched in Picardy on August 8. Again the tanks played a great part, especially a new variety of small "whippet" tanks, very agile and capable of climbing banks, spinning on their own axes, and attaining a speed of ten miles an hour. This "charging artillery" proved admirable in breaking up machine gun nests, while



The area shaded by diagonal lines shows the allied gains between July 18 and August 26 inclusive. Since the latter date there have been other gains, which are not shown on this map.

cavalry and light armored motor cars dashed about the open country in pursuit of the enemy. Gradually the attack was extended until practically the whole front from Arras to Rheims was involved—a distance of 60 miles. Albert, an important town northeast of Amiens, was taken by the British on August 22, and a vigorous advance was made toward Bapaume in Flanders. Meanwhile French and Americans also were not idle in their respective sectors. On August 22 it was reported that in a little more than a month the Allies had taken 100,000 prisoners, thousands of cannon, and machine guns, and vast quantities of military supplies. The general situation on the western front as it existed in the last week of August is shown by the accompanying map.

These gratifying results were due primarily to three things: (1) the dogged steadfastness of the British and the patient heroism of the French—soldiers and civilians; (2) the brilliant strategy of General Foch, and the unity of command which made this effective; (3) the material and moral encouragement of the American forces, of whom nearly 1,500,000 were in France before the end of August.

Austrian Offensive Thrown Back

On the Italian front meanwhile an Austrian offensive, which had opened on the Piave river with great expectations on June 15, had speedily been thrown back with Austrian losses amounting to over 40,000 men and guns and material to correspond.

It is still too early to say when the war will end, or even how far back the Allied drives of 1918 will carry the German lines. But this is certain—that Germany can no longer hope this year either to reach Paris, smash the French or British armies, or even occupy the Channel ports. Her hopes of "a military decision in 1918" have been completely frustrated, and the ultimate triumph of America and the Allies has been rendered reasonably certain.

Germany must become a modern democratic state if peace is to reign in the world.

WHY THE WAR SHOULD BE STUDIED IN SCHOOLS

Emergency Course of Instruction Suggested by National Board for Historical Service

Many excellent reasons exist for asking teachers and pupils, heavily burdened though they are, to give some time each week to the formal study of the war. The best of these, perhaps, is that in some way it is sure to come in, and that the study of it should be organized in such a way as to make it educationally valuable.

Importance of the War

The war is the biggest and most important happening in history. It is the war of every boy and girl as well as of every adult in the United States, and its issues will affect the destinies even of the unborn. Scarcely a child can be found in the schools who does not have a member of his family or other relative bearing arms in the contest. In the food that we eat, the clothing we wear, the heating of our houses, the amusements we indulge in, and our traveling to and fro we feel its actual presence. The war is in the atmosphere which the child breathes, and it already plays a large part in his school life.

War Study Stimulates Patriotism

Just because of this fact, therefore, it is important that the war should receive systematic treatment in the schools. It is still desirable that we be able to give "a reason for the faith that is in us," and the child should have presented to him clearly but simply the causes and aims of the war. Such teaching will not merely stimulate the patriotism of the child and aid the various war services imposed upon the schools. It will react upon the homes, and powerfully promote a sound civilian morale. Our public schools are the most important agency we have in advancing the cause of democracy. They are also the institution in whose guidance our people instinctively have most implicit confidence.

There is a story told of a Chicago immigrant mother, suspicious and distrustful, who when asked to sign a food pledge card said: "I sign nodings, my man he say I sign nodings"; and slammed the door in the face of the distributor of the cards. But when her little daughter brought the same card from school and said, "But, Mamma, my *teacher* says it is all right"; the mother replied: "Vell, if your teacher say it is all right, then I sign."

Regular Studies Enriched

Through the interest aroused by the study of the war, many of the regular studies of the school course can be strengthened and enriched. In the case of history, civics, and geography this relationship is evident. The new duties the war imposes may be made to stimulate the teaching of language, arithmetic, domestic science, drawing, music, and practically every other subject of the school curriculum.

Emergency Course of Instruction

The study of the war should form a part of the school course. Where the study should be placed and how it should be conducted, are told in a pamphlet prepared by the National Board for Historical Service and published by the Federal Bureau of Education under the title "Outline of an Emergency Course of Instruction on the War," Teachers' Leaflet No. 4. Five cents for the first copy, two cents for each additional copy. The authors, Doctors Coulomb, Gerson, and McKinley, are practical school men, as well as historical scholars. In the introduction they suggest: "Definite periods on the school program should be allotted to this purpose—in grades three and four, two 20-minute periods a week; in grades five, six, seven, and eight, two 30-minute periods a week." In an appendix suggestions are given as to how the time for such study can be found and also as to the methods of teaching the subject. The course of instruction as outlined for each grade group is definite and practicable. For example, in grades 3 and 4 are the following topics:

(1) Stories of War Incidents
(2) Celebration of Special Holidays
(3) Handicaps of German Boys and Girls
(4) Why the United States Entered the War
(5) What our Government has Accomplished in the War
(6) Our Soldiers and Sailors
(7) How Children Can Help

The last heading is one which appears in the outline for each group of grades. The sample lesson on the care of shoes, reprinted in the Primary Department of this issue, is an example of the practical handling of the subject by these authors.

High School Study of the War

To quote again from this leaflet, "Every high school student in America should, during the school year 1918-19, be given a consecutive history of the war, with its antecedents and ensuing problems." A concrete plan is presented—too long to give here—by which this also can be accomplished, with little disturbance to other studies and classes, through the coöperation of the high school teachers. The work as planned for the high schools is based upon the outline prepared by Dr. Samuel B. Harding and published by the Committee on Public Information, entitled "The Study of the Great War—A Topical Outline with Extensive Quotations and Reading References." Teachers may obtain copies of this pamphlet by writing to the Committee on Public Information, at 10 Jackson Place, Washington, D.C.

HELPING WITH FALL CROPS

There is plenty of work for the older boys and girls in harvesting and in picking the fall fruit crops. Even if only a few hours a day can be spared for such work by school boys and girls, older hands would be released for the heavier and more specialized work of the farm. In some communities it may be possible, through volunteer overtime work in schools, to release groups of students for whole days at a time.

WAR SAVINGS AND VICTORY

By F. A. Vanderlip,
Chairman War Savings Committee

When this country voted universal conscription it did the biggest single act in history to win the war. And when we voted universal conscription we voted that other men should go and fight for us; we voted that other men should go into that hell in France, should face those guns and go through all the torture of that horrible bombardment. And when we voted that other men should go, we dedicated ourselves to the winning of the war.

We must do our part, and do it to the fullest extent of our ability. Have we done it? Not yet. We are waking up. We are beginning to see what our part is. We are beginning to understand that we have before us such a situation as the world never knew before, something this nation never knew before; and that we must all begin to think nationally. We must think of our own conduct from a national point of view. We must begin to recognize what lies on our shoulders, each one of us, in the great task of winning this war.

War Our Main Business

The philosophy of the war savings movemen is just a recognition that the Government is carrying on the main business of the United States to-day, namely, a war business; that ordinary business is not the main business any more. War cannot be conducted as a side line. It is our main business; and it is so great a business that the demands upon industry, upon man power, upon the transportation of our raw material and food products, are so great that we must all give way. We must think nationally, and we must do national things in our individual conduct. We must recognize that thrift, that getting out of the way of the Government and placing our lives, our means, and our power at the disposal of the Government, is now a duty that rests on every one of us. We are going to recognize that; we are going to feel it, and feel it very deeply the country over.

We are going to understand more of what thrift is than ever before; to see that the nation has great things to hope for from this thrift movement, outside of helping to win the war itself. We will establish habits of thrift in our people. We are going to make them understand what thrift means nationally; that it means something more than individual welfare—it means national development.

Thrift the Basis of Civilization

The very foundation of the advancement of civilization lies in thrift. It means the foregoing of things that we may want for the moment in order that better things may be had for the future. And as we dignify thrift we demonstrate what it means nationally, what it will mean in the future; when instead of devoting the result of this thrift to destruction we have the same thrift devoted to upbuilding. The people are going to comprehend that with the increase of capital the demand for labor must increase, and the rewards of labor must be greater. This word "thrift" is going to be dignified. We are all going to understand better that individual character, as illustrated by thriftiness, will mean a greater nation, and that character will measure the greatness of the nation much better than numbers.

We are ready to devote every dollar of our wealth to the defense of the nation; but we cannot devote our fixed wealth to the war. War is current effort, and it must be fought with current savings. The wealth that consists of the railroads and the farms, the houses and the house furnishings, will not fight the war. They are merely auxiliary. But we must make new things; we must create new products; and they must be paid for, but not with that accumulated wealth. We cannot do it that way. They must be paid for with current savings.

Current Savings Will Win

If it was apparent at all last winter that we could not fight this war and continue living in comfort and luxury, commanding labor as we had commanded it, it is as clear as a bell now that we cannot do so. We must accept this philosophy, that we should help the Government by getting out of the Government's way, and by contributing to the Government that purchasing power which it must have for this perfectly huge task, a task that we have not begun to measure.

A Hundred Million Victories

To win the war we should at once have a hundred million victories on the part of a hundred million people. We are each of us going to have our victory over selfishness, over individualism; we are going to conquer, and we are going to develop a patriotism that will make us better citizens after the war than we were before. And it is because of these hundred million victories that we know we will have—we are having them right along—that we can look without apprehension to the future of America. It is in that hundred million victories that we are going to be reborn, members of the greatest democracy that the world has ever seen.

NATIONAL PRIZE CONTEST FOR TEACHERS

The National Board for Historical Service, Washington, D.C., has reported the results of a prize competition for the best essay by teachers in elementary schools on the subject "Why the United States is at War." Contests were organized in sixteen states, and the essays which received first prizes in the state contests were admitted to the national contest. The national prize of $75 was awarded to Mr. William T. Miller, Roslindale, Massachusetts. The contestants ranking second and third were Miss Ethel Ray Egan, Greenfield, Ind., and Miss Anne Devany, Minneapolis, Minn.

Announcement will later be made of the final outcome in the parallel contests organized for high school teachers.

FOOD AND THE SCHOOLS

Food Administration Asks Schools to Help Carry on Year's Program

The United States Food Administration, like the other governmental agencies for winning the war, early sought the cooperation of the schools in reaching the homes of the people. During the past year it has felt its way largely by responding to requests from the schools themselves until the year's program, viewed in retrospect, takes on a definiteness not foreseen at the start. It is possible, as a result of this experience, to announce at the beginning of the school year the main outline of what the schools will be asked to do to help and to offer distinct and definite aid in doing so.

Program of the Past Year

The program of the coming year will be a continuation and expansion of that of the past year. The first service that the schools were called upon to render was to aid in getting every household to sign the home-card, pledging conformity to the regulations to be adopted by the Food Administration. Probably no better scheme could have been devised for winning the thoughtful attention of school children to the great idea of food saving than this one of setting them to work appealing to their elders to join the movement.

The next step looked toward more direct coöperation. A course of study entitled "The Ten Lessons" was arranged for use of summer schools in 1917. Then outlines of courses for educational institutions admitting women students were prepared. Forty thousand students enrolled in these courses. To administer this educational work the Collegiate Section was established in the Food Administration, with Dean Olin Templin of the University of Kansas as director. Under his direction three courses were arranged and outlines for each were sent out weekly to the institutions. The first course gave the important facts in the world food situation. The second dealt with the principles and problems of nutrition. The third was a laboratory course in conservation, selection, and preparation of food. A certificate countersigned by Mr. Hoover was granted to each of the twenty thousand students who completed the courses, and the holder was commended to Federal Food Administrators for any appropriate service.

N. E. A. Endorses Work

The work in the colleges soon brought a request from the high schools for similar courses. The Collegiate Section was averse to accepting such a large order, but finally decided to respond to the demand. This decision had hardly been reached when the National Education Commission on the Emergency in Education passed a resolution urging the Food Administration to undertake the task of providing information in printed form to be distributed in the public schools. The National Education Association, at its annual meeting in Pittsburgh, adopted a resolution of similar import. This resolution, following closely that of the N. E. A. Commission, is as follows: "The Association recommends that the United States Food Administration prepare in a form suitable for use in public schools, and particularly in the upper grades, lessons and material supplementary to existing courses, which will promote the program of food conservation. It is further recommended that the Food Administration call to its assistance representative school authorities familiar with the capacities of children of the different grades, to constitute an advisory council for the Food Administration in the preparation of material designed for school use." An advisory council of forty educators, chiefly specialists in household arts and school administrators, representing all parts of the country, with Principal William Bishop Owen of the Chicago Normal College as Chairman, was appointed. This council will be consulted as to all questions of policy in dealing with the schools.

Coming Year's Program

The Food Administration asks the schools of America to coöperate in carrying out its program for the year. To make such coöperation intelligent, definite, and directed toward common ends, it has planned a series of books and manuals embodying the facts and ideas which underlie the action of the Food Administration itself. The preparation of these books has been committed to competent specialists in food values and food preparation and to experienced authors of school textbooks. The first purpose of these books is to help win the war, but they contain the information and the principles underlying a program of food education. The series consists of five books,—one for colleges; two for the high schools and upper grades; two for the elementary schools; one for the grammar and one for the primary grades.

The textbook for college use is entitled, "Food and the War, a Textbook for College Classes." It was prepared by Katharine Blunt, Ph.D., Associate Professor of Food Chemistry in the University of Chicago, and Elizabeth C. Sprague, Professor of Home Economics, University of Kansas, assisted by others. It is published by the Houghton-Mifflin Company, at the price of seventy-five cents. There are sixteen chapters, which discuss respectively: the world food situation; the composition and functions of food; the fuel value of food; the fuel needs of the body; protein, its sources and importance in the diet; the meat situation; protein-rich foods used in place of meat; fats and oils, their value and use; the unique importance of wheat; flour and bread, and wheat substitutes; sugar; the value of milk; vegetables and fruits; suggestions for an adequate diet, infants' and children's diet; food and the community; work for food conservation.

There are two textbooks for high schools and the general public. The first bears the title, "Food Guide for War Service at Home." It was written by Katharine Blunt, of the University of Chicago, Frances L. Swain, of the Chicago Normal School, and Florence Powdermaker, of the United States Department of Agriculture. It contains chapters on the wheat situation; the war-time importance of wheat and other cereals; war-bread; the meat situation; fats; sugar; milk—for the nation's health; vegetables and fruits. This little volume is designed for use in high schools and for the general public. It is published by Charles Scribner's Sons. The price, it has been agreed, shall not exceed twenty-five cents. It is hoped that all high schools of the country will make use of it in their lessons on the war. A laboratory manual is in process of publication designed for high school classes in food preparation.

The food program is to be presented to the pupils of the elementary schools also. Miss Eva March Tappan is preparing a book for the grammar grades, and Miss Katharine Elizabeth Dopp is doing the like for the primary grades. Further notice of these books will appear in National School Service.

The Food Administration frankly asks the schools to adopt and use the books it has provided. It invites the coöperation of all supervisors and teachers. "The publication of National School Service," says the chairman of the Advisory Council, "affords an unusual medium of communication which will be utilized throughout the year as a means of bringing to the schools whatever additional information the Food Administration wishes to get to the schools. The files of the journal will serve as a record of this coöperation and a guide to the developing program. Read every issue for food information and the food program."

AMERICA'S LIBERTY LOANS

First Liberty Loan, June, 1917

Amount asked	$2,000,000,000
Amount subscribed	3,035,226,850
Amount accepted	2,000,000,000
Number of subscribers	4,500,000

Second Liberty Loan, November, 1917

Amount asked	$3,000,000,000
Amount subscribed	4,617,532,300
Amount accepted	3,808,766,150
Number of subscribers	9,400,000

Third Liberty Loan, April, 1918

Amount asked	$3,000,000,000
Amount subscribed	4,176,516,850
(Full amount accepted.)	
Number of subscribers	17,000,000

Summary

Amount asked	$8,000,000,000
Amount subscribed	11,829,276,000
Amount accepted	9,985,283,000
Number of subscribers	30,900,000

The campaign for the Fourth Liberty Loan for five billion dollars will begin September 28, 1918, and close October 19.

National School Service

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A NEW EDUCATIONAL AGENCY

The Committee on Public Information was established by the President's order eight days after war was declared. It was charged with a great constructive work in making clear to the nation all that was involved in the issues at stake in this war, and in making known by every agency all that should be known of our efforts in the war. By consistent effort in this positive field it has dispelled the misapprehension that its functions were those of censorship and repression. Every means that makes for publicity and enlightenment and education has been utilized, and the activity of every other responsible patriotic agency has been encouraged and supported. The lecture platform, the press, pamphlets, pictures, cables and wireless, films, posters, and schools have been mobilized both here and abroad for the presentation of America's cause and aims, to our own people and to the world.

The task was not an easy one in a great country of a hundred million people. New avenues and agencies had to be created, and old ones enlisted in behalf of new tasks. Many things had to be tried that were novel and hitherto beyond the assigned duties of any existing governmental department. Those that proved effective were retained and developed. Methods that did not yield results were cast aside. Whatever the final judgment may be as to results, the Committee may not claim all the credit of its achievements for these have been made possible by the aid and support of scholars, writers, teachers, speakers, men in public life, and literally tens of thousands of private citizens who have generously and patriotically enlisted in its service as the best way in which they could serve their country.

The teachers and the schools and the colleges were among the first agencies to which the Committee turned when it established the division of Civic and Educational Publications. The plan for a bulletin to the teachers was an early and cherished plan. As more and more of the governmental agencies developed their programs and appealed for the support of the schools, and through them of the homes, the wisdom of unifying and harmonizing this work became a necessary step in the protection of the schools and the effectiveness of their aid in the national crisis. The resolutions of the educational bodies published in this issue, and the conferences held by Government representatives in Washington, have led the Committee, despite its limited funds and many activities, to accept the responsibility and burden of seeking to carry into every school in the land, in some unified, usable way, the lessons of the war and the program for the schools of the many national agencies responsible for the conduct of the war.

Dealing as the teacher does with children, she has more often thought of her labors as a service to the future. She is now by a great emergency brought the opportunity to serve not less the future but more definitely the present for the sake of that future. It is a great responsibility and a great opportunity. There is no doubt in my mind as to the response of the American school teacher. This bulletin is sent forth as a form of service. I am sure that it will be received in the same spirit and will be justified not only by what it is, but also by what it may enable teachers to do.

GEORGE CREEL, *Chairman.*

NATIONAL SCHOOL SERVICE

What America is to-day she owes to the public schools. What she means to her people and to the world in which she has become a greater force, is the product of the schoolroom. The one clear note that our schools have sounded is service. They have never taught, and never can teach in a great democracy, that private gain and individual excellence are the true measure of either education or success. The welfare of all has been the supreme lesson of popular education. It is the lesson and the basic lesson of the war for us. Only as each of us becomes part of a greater community can we expect success in war as in peace. The schools have taught this in the past, and the present brings them a greater opportunity to enforce their lessons. Quickened sympathies and desires for larger service have come to every man and woman, to every boy and girl. But there is now at hand something which is educationally more vital. It is the opportunity to translate these impulses into action, to become by deeds an effective part of greater things. It is the rare privilege of the teacher at this time to have in national activities a means by which the purpose of her efforts can be made real to children. War savings stamps, food and fuel economy, the Red Cross, the Liberty loan, are not intrusions on school work. They are unique opportunities to enrich and test not knowledge, but the supreme lesson of intelligent and unselfish service. It is the lesson you have always taught. The war has given you new and unexpected opportunities to link habit and conduct with the work of the classroom.

It is not the object of this periodical to carry the war into the schools. It is there already. It is not its object to carry it into the home. The millions of stars on service flags proclaim that it is there. It is not its object to make the American

COÖRDINATE GOVERNMENT ACTIVITIES IN THE SCHOOLS

The National Education Association Commission on the National Emergency in Education and Necessary Readjustment During and After the War, representing 600,000 public school teachers and the interests of approximately 22,000,000 children, and recognizing the power and influence of the teachers and the schools in training in patriotism, desires to coöperate with the Federal Government in every reasonable way to help win the war.

On account of the great variety of propagandas and activities which Federal agencies are requesting the schools to encourage and to teach, the Commission feels that the schools are not being used as economically, as wisely, and as efficiently as possible.

The Commission therefore requests that the National Council of Defense, the various Federal departments, divisions, bureaus, commissions, and committees provide at once a clearing house and coördinating agency for those propagandas and activities that they wish the schools to present; that this agency be empowered and directed to prepare this matter in a form suitable for use in the schools; that this agency be authorized to arrange these materials in the order of their priority; and further, that the materials the priority of which is thus determined be sent to the proper educational authorities of each state for final distribution.

school teacher the intellectual drill sergeant of national prejudices and vainglories and the exponent of international suspicion and envy. There can be but one supreme passion for our America; it is the passion for justice and right, for common honesty, private and national, for a world free and unfearful—a passion that will make our nation serve us and serve the world for these ends and none other.

But principles and purposes do not keep sound in a vacuum nor have meaning when they are only words. If the war were not in the thought and program of the schools it should be brought there, that doing and serving might follow close on the heels of thinking and believing and hoping. Nor should any fine phrases gloss over the stern demand that is made on every teacher to know the causes of this war, the efforts of America, the dangers she confronts, and the aims she has set for attainment. No one else in the community is so singled out as a leader and center of information in these things.

The object of National School Service is to make available to the teacher this information, and the plans of the war savings, Red Cross, food and fuel administrations, and other governmental agencies seeking to enlist the support of the schools and through them of the homes. The body of information and programs supplied in this way will be regularly accompanied by special and professional suggestions for the aid of the teacher in various types of schools. The Division of Civic and Educational Publications counts itself fortunate in having already secured so many of those who will be responsible for the conduct of this publication. The advisory editorial board named in this issue and special state boards to be announced later have generously undertaken to supplement the efforts of the staff. Their aid will bring into play the counsel and experience of the teaching body of the whole nation.

A new dignity and a new importance have come to the teacher and the schools by reason of the war. Blind indeed is the teacher who does not seize thoughtfully this opportunity for greater service and new claims upon a nation's gratitude.

GUY STANTON FORD, *Director*,
Division of Civic and Educational Publications.

Either the civilian population must go short of many things to which it is accustomed in times of peace, or our armies must go short of munitions and other things indispensable to them.—LORD KITCHENER.

It is not an army that we must shape and train for war; it is a nation.—WOODROW WILSON.

COMMISSIONER OF EDUCATION GREETS TEACHERS

Yours is the most wonderful opportunity in the world. You are asked to lead in the supreme struggle democracy is making for its life. You are asked to serve in that great army behind the lines without which success for those on the firing line will be impossible or of no avail.

Your special opportunity is to serve in the work you are in. The genuinely patriotic teacher need not look far afield for war work to do; her task lies ready to her hand. There is no other group in our population so strategically situated for direct patriotic service as the teachers. No teacher need ever feel that the work she is doing at this time is not contributing to winning the war. She is not only keeping alight the torch of civilization by teaching the citizens of tomorrow; she has it within her power to mobilize the mind and spirit of America for the war tasks that confront us, thereby rendering an immediate military service surpassed in magnitude only by that of those who fight for us on our ships and in the front line trenches.

Is "war work in the schools" of permanent educational value? The answer lies largely with the individual teacher. She can, if she will, so introduce the spirit and content of the war into the fundamental school subjects, so illumine the everyday tasks of the school with the light of the great cause for which we are fighting, that these tool subjects will live as they have never lived before in the lives of children, and boys and girls will receive, from subjects once regarded as dry and unsatisfying, something of that inspiration that is the crown and glory of good teaching.

There are for us now just two tasks of supreme importance: To win the war for freedom, democracy and peace, and to fit ourselves and our children for life and citizenship in the new era which the war is bringing in. The teacher serves in both.

P. P. CLAXTON

JUNIOR FOUR MINUTE MEN CAMPAIGN

The next number of National School Service, issued September 15, will contain material for the Junior Four Minute Men Fourth Liberty Loan contest to be held under the auspices of the Four Minute Men, of the Committee on Public Information. The children should begin to prepare their essays and talks immediately upon the arrival of the special Junior Four Minute Men Fourth Liberty Loan number, because in many communities it will be desirable to hold contests early in the campaign. The Fourth Liberty Loan campaign will be held from September 28 to October 19, inclusive. Extra copies of this special number may be obtained from the State Directors of Four Minute Men.

The state directors of Four Minute Men and chairmen in more than 6,000 communities in which they are organized, will be glad to cooperate with you in every possible manner during this campaign.

Two Junior Four Minute Men contests have been held successfully during the past year: one on War Savings Stamps and one on the Third Liberty Loan. In these contests the children prepared four minute talks, or short essays, from material provided through the Four Minute Men of the Committee on Public Information. The best of these were then given by their authors at a meeting of teachers and pupils, and the winners chosen. More than thirty thousand favorable reports on these contests were received at Washington.

THE THRIFT PROGRAM

War savings in the schools is to be given constant emphasis by the Division of Education of the War Savings Committee of the Treasury Department. The following tentative thrift program has been outlined for the coming year, subject to revision as new situations arise:

September.—Distribution of a bulletin of supplementary number and arithmetic problems arranged by grades to present the importance of thrift and war savings.

October.—The emphasis on elementary lessons in thrift through supplementary problems requiring interest computations on investments in War Savings stamps.

November.—Study of the "War Savings Primer," showing the relation of saving money to saving labor and materials.

December.—The importance of thrift and buying Government securities interpreted in "Winning the War," a play for the intermediate and upper grades.

January.—The distribution of a clearing house bulletin showing successful methods and devices used in the sale of stamps, and of "Written English," containing a list of subjects on thrift with unique methods of interesting children.

February.—Use of the "Thrift Reader" to be sent free to all schools.

March.—A campaign to teach children, by the aid of the Thrift stamps and War Savings stamps, the simple facts and principles related to labor and capital.

April.—The emphasis of thrift in relation to democracy.

May.—Plans for carrying on the summer activities.

THE JUNIOR RED CROSS

Rapid Growth Accompanies War Service Activities in Past Year

The Junior Red Cross has answered the question, "What can I do to help win the war?" in such a way as to harmonize with the child's educational activities. In giving children the opportunity to render direct service to our fighting men and our associates in the war through their school work in sewing, manual training, art, and cooking, the Junior Red Cross and other agencies create a powerful motive for better school work. The recognition of their part in the war, with the responsibility placed upon them of doing their part, is a challenge too strong to be resisted. The test of their natural eagerness to be real participants in world citizenship is found in the fact that in ten months the Junior membership has grown from zero to 8,376,643.

What Juniors Have Done

Refugee garments, hospital garments and supplies, knitted articles and comfort kits, are standard Red Cross supplies that the Juniors have turned in to chapters by the hundreds of thousands, all made as part of the regular school sewing course. In school workshops boys have made Red Cross packing boxes, ten different articles of furniture for Red Cross convalescent houses, knitting needles, applicators, various pieces of workroom furniture, games, puzzles, and dozens of miscellaneous articles. Cooking classes have sent jams, jellies, and other delicacies to local camps and hospitals. Juniors have served as stenographers and packers, and several towns have bicycle messenger corps at the service of the Red Cross chapter.

Last January when the Red Cross Commission to France ordered clothing for the destitute refugees, the Junior Red Cross far more than raised its quota of 255,000 garments. More than three thousand pieces of furniture were made last year by the Juniors in school workshops for the Red Cross convalescent houses, constructed in connection with the base and general hospitals in this country.

How Funds Were Raised

School auxiliaries are to a large extent self supporting. In raising and maintaining their school funds, the Juniors have shown resourcefulness, steadfastness, and unusual powers of cooperation. Individual contributions of pennies, nickels, and dimes have been made at a tremendous sacrifice of the luxuries of childhood—the ice cream cone, the stick of gum, and the movie show. Odd jobs undertaken to earn "Red Cross quarters" run from clerking in stores, through all the gamut of domestic duties and personal service, to such ingenious capitalization of climate as "standing on the corner with an umbrella and taking people home from the car for five cents!" Entertainments, bazaars and the organized collection and sale of salvage provide valuable training in real business methods.

The New Teachers' Manual

The educational program is explained in a new teachers' manual issued by the American Red Cross. "This book of some 250 pages," according to the educational director, "is in two parts. Part I explains by charts and written descriptions the Red Cross organization and the place the school auxiliary holds in it. Part II presents definite educational activities and the program of service. In showing how Junior Red Cross activities can motivate school work it gives graded composition outlines, graded lists of library books on patriotic subjects, suggests patriotic programs and plays, and lists of games, slogans, poems, and songs, graded arithmetic lessons, Red Cross graphs and suggestions for drawing and designs. Its section on education in health includes a general health program, first aid, and home care of the sick. Directions for managing bazaars and salvage campaigns, and detailed explanations showing how to make necessary Red Cross supplies are also included in the manual."

EDUCATIONAL PROGRAM OF THE JUNIOR RED CROSS

Besides making supplies, raising funds, and giving community service, members of the Junior Red Cross will center their attention each month on some special activity. The teachers' manual, giving detailed explanations of the regular educational activities and the program of service, is announced for September. The school year's program of special activities is as follows:

September.—Formulation of plans for making contributions to the Junior Red Cross Bazaar in December.

October.—Reading and discussion of Liberty Loan letters to be distributed by the Red Cross.

November.—Writing letters to men in service by the class as a whole.

December.—Junior Four Minute Men contests on "Why you should be a Red Cross Member." The Junior Red Cross Bazaar.

January.—Co-operation of the Junior Red Cross with the Council of National Defense and the several health organizations to emphasize the necessity to preserve health.

February.—Contests in writing messages from members of the Junior Red Cross to the children in the allied countries of Europe.

March.—A campaign on sanitation in an effort to "clean up" the community.

April.—An effort, in coöperation with established agricultural agencies, to put every vacant plot of ground under cultivation.

May and June.—Red Cross exhibits, pageants, and parades—bringing together the results of the year's work.

RELIGION UNDER SHELL FIRE

There is no greater heroism than the heroism of mercy. There is no truer bravery than the bravery of tenderness. Out of the crash of nation against nation arises a Christ-like sympathy, and the insignia of its tenderness is the cross of red. It is the only remaining glow of a Christian hope. It is religion under shell fire. It is a sigh set to the music of sympathetic action. —OPIE READ.

COMMUNITY COUNCILS AND THE SCHOOLS

The School District Suggested As Suitable Unit for Organization

On February 2, 1918, the Council of National Defense, acting with the woman's committee, recommended to the several state councils of defense and state divisions of the woman's committee that they jointly organize Community Councils of Defense. It was recommended that this organization be built up by the thoroughly established county councils of defense and county divisions of the woman's committee.

The school district was suggested as a suitable though not essential unit for the organization of community councils and the schoolhouse, because it is a meeting place owned by all the people of the community, was suggested as the center.

The fundamental objects of a community council of defense are:

1. To provide a terminal organization of the council of defense system for the conduct of its work in the community.

2. To organize the entire community for war service under the council of defense and divisions of the woman's committee.

3. To enlist and maintain the enthusiasm and support of every individual in the community.

4. To strengthen and work through the existing agencies in the community.

5. To centralize and correlate the work of all organizations in the community.

To secure these objects the Council of National Defense has recommended to state and county councils of defense and divisions of the woman's committee, that a community council of defense:

1. Include in its membership every adult resident of the community.

2. Provide frequent patriotic meetings, where the members of the council not only hear patriotic addresses but themselves take an active part in the meeting.

3. Study the existing war machinery in the community.

4. Bring all existing organizations doing war work into the community council. Though their responsibility to the county, state, and national organization should not be interfered with, the endeavor should be to bring them together so that they will not work at cross purposes or duplicate each other's efforts.

The Council of National Defense appeals to school teachers to render constructive assistance in the development of Community Councils of Defense. There is hardly any part in the development of these organizations or in their work where the school teachers and the school cannot be of assistance. Where established school organizations exist, the teachers can also assist by bringing them into the Community Councils of Defense.

Full details as to the Community Council of Defense system can be obtained by application to the County Councils of Defense or to units of the Woman's Committee.

Rural Schools

PATRIOTIC SERVICE OF THE RURAL TEACHER

Nowhere in our school system has the influence of the war been more pronounced than in rural districts. The demand for greater material production has tended to draw the older pupils from the schools in order to assist in the farm work. The slender resources upon which many of the rural schools depend for support have not as yet been greatly increased by the general prosperity of the farming districts, —at least revenues have not increased proportionately to the increased cost of materials and service. Most alarming of all war influences upon education, however, is the acute shortage of qualified teachers for the rural schools. In some states more provisional certificates are now issued in one day than in a whole year under peace conditions.

Good Teaching Patriotic Service

When we pause to consider the significance of education in a democracy, and the shortage of teachers and other effects of the war upon the country schools, it is clearly apparent that the rural teacher who remains at her post and does her work well is a true patriot. Nowhere is it more essential that the line of educational defense be safeguarded and maintained than in the little outposts of learning represented by our 300,000 rural and village schools.

In general, the patriotic service of the rural teacher may be analyzed into three distinct lines:

Special War Activities of the In-School Type

By the in-school type are meant those war activities which fit in with the course of study and become a regular part of the daily class work. These may be grouped under five heads:

1. *Food.* Production and conservation—two phases. Food production is a chief national responsibility of farmers and should receive special attention in country schools.

2. *Thrift.* Including both War Saving stamps and Liberty bonds.

3. *Patriotism.* Education in patriotism, including instruction in loyalty, citizenship, and the English language; including also the Americanization of foreigners.

4. *Red Cross.* Including war service and home relief.

5. *Child Welfare.* Including instruction in health and recreation as outlined for the children's year by the Children's Bureau.

War Activities of the Out-of-School ype for Adults

These activities include the organization and development of at least one club in each rural community to serve as a means of organizing war activities for adults. In general such community work should follow the program of the woman's committee of the Council of National Defense for organizing community councils of defense in rural districts.

Regular Class Teaching

Fortunately most rural supervisors and teachers are not only providing the amount and type of daily class instruction formerly accomplished in country schools, but are so vitalizing their teaching through war motives that the regular work of rural schools has, upon the whole, vastly improved since the war began. The discussion of war activities in intermediate grades in the Intermediate Grades department offers some concrete suggestions for the redirection of school subjects through patriotic interests.

The several agencies charged with war functions have appreciated the usefulness of the schools as a means of reaching the people. Teachers and superintendents have at times been deluged with literature and requests for special service. The pressure upon rural teachers, in this connection, has been exceptionally heavy, because the country school is the most effective medium for reaching the farmers. The great need of the schools, and particularly of the rural schools at the present time, is for some coördinating agency which can so adapt and circulate all the programs and drives originated by the various Government agencies, that teachers and superintendents may meet each great war need successfully without injury to the children or neglect of the fundamental function of education. The Rural Schools department of this publication is especially designed to assist country teachers to render patriotic service. In this attempt the editors of this section, in cooperation with other official and educational agencies, will undertake:

1. To make recommendations regarding the amount and kind of direct war work to be done in the average rural school. In a succeeding number a reasonable program of war activities for country schools will be presented.

2. To offer suggestions for the development of community organizations in rural districts.

3. To show rural teachers how regular school work in arithmetic, reading, geography, history, civics, etc., can be enriched and better taught through war activities and motives.

SCHOOL MAIL BOX

Every country teacher who gets this first number should see that she receives later copies regularly and promptly. To insure safe delivery put up a mail box at the gate of your schoolhouse. Let the children help in making or in procuring this box, and connect its placing with the study of the United States postal system in the seventh and eighth grade civics class. When the mail box is in place for receiving this magazine, write to Washington and ask to have your school placed on the mailing lists for other Government publications and helps. Lists will appear in later issues.

If possible, subscribe for the best daily newspaper of national rank in your section of the country, and for one of the best weekly periodicals on world events.

THE STUDY OF THE WAR IN RURAL SCHOOLS

The war material of this publication will be found of much interest and value for study in rural schools. Some suggestions for the use of these articles and stories in regular classwork are here given:

1. Use the article on "The American Marines in France" for reading aloud at morning exercises; for reference reading in current events, geography, or history; or as supplementary reading in the upper grades. For the last named purpose, mark the article off into numbered sections and have each member of the class prepare one section to read aloud in turn to the other members of the class. In this connection some word study and spelling will be necessary. In making up a spelling list from this account, select the more common and more frequently used words rather than the technical military terms and unfamiliar French names. A key to the pronunciation of French geographical names will be found in the larger dictionaries.

2. Have the children in the intermediate and upper grades search for good war stories in the best magazines and papers, and prepare these stories to tell to the rest of the school for morning exercises or for oral language work. Be sure that the teacher approves each story before it is prepared and told.

3. Use the story of a "Loyal Little Frenchman" in the Primary Grades department of this magazine in grades one to three for story-telling by the teacher, and later for oral and written reproduction. Use it also as a basis for seatwork, having the children make paper-cuttings, free-hand imaginative drawings, or clay models of the bakeshop where Louis worked, of the loaves he made, of one of the soldiers or child refugees who passed by, and of his father's gun, cap, or canteen.

4. Have intermediate grade children write an imaginative story or an account of the experiences of an American marine in France, the tale of a refugee child, or the autobiography of a French soldier who finds new courage in the coming of the Americans.

5. If possible, secure a picture or poster of a marine in uniform to show the children.

6. If possible, invite an enlisted marine or other enlisted man from the local community to visit the school and speak to the children at morning exercises on the special duties and characteristics of the marine branch of the service. Have the older children summarize this talk and write it up as a composition exercise.

7. Have the children of all grades coöperate in preparing booklets of pictures, clippings, and original stories, articles, and poems on the marines. The best of these may later be sent to the men of the community enlisted in this branch of the service.

8. Study with care the war map in this issue to determine the line as it stood on March 21, 1918, at the beginning of the spring drive; the extreme reach of the German advance up to July 15, 1918; and the territory recovered by the Allies up to the date of the map.

9. In seventh and eighth grade geography, history, or civics classes, study the problems suggested in the article on "What Kind of a World Is Safe for Democracy?" in the Intermediate Grades section.

10. Make a study during morning exercises of the various agencies and instrumentalities of modern warfare, such as liquid fire, gas and gas masks, tanks, airplanes, observation balloons, submarines. Have the children collect pictures of these inventions from magazines and papers to display on the school bulletin board while the study is in progress.

11. Select a picture of General Foch from a current magazine or paper, and have the upper grades look up his biography and write an account of his life for their parents and for the younger children of the school.

12. Be sure to use for the first three grades of the rural school the "Thrift Lesson" and the lesson on "The Care of Shoes" found in the Primary Grades section.

Primary Grades

A NEW PAGE IN THE SCHOOL PRIMER

The children who enter school now are not like those of other Septembers. The war has affected the lives of even the youngest ones. The primary teacher asks herself how this war feeling may be utilized. To ignore the most stupendous thing in the world today is impossible.

Instruction concerning the war in the primary grades should take the form of story telling (2) observation of special days, and (3) conversational lessons on the war and the relation of children to it. Examples of each of these types of instructions are printed herewith.

STORY TELLING

Select true incidents of the war illustrating patriotism, heroism, and sacrifice. Stories centering about the action of children in France, Belgium, and other invaded countries, and those about the Red Cross dogs, carrier pigeons, and horses appeal to children of these grades. The best methods of telling stories to little children should be used. The children may occasionally retell the story as a language exercise, or they may be encouraged to tell other good stories. Children enjoy the story of "A Loyal Little Frenchman."

A Loyal Little Frenchman

Louis Raimbault was a boy who lived in a small village in France. His father was the only baker for miles around. Louis had often helped his father make the soft, powdery flour into crisp, brown loaves of bread. He had long wished that he, too, might be a baker like his father.

One August day news came that Louis' father must lay aside his baker's apron and put on the uniform of a soldier. He must go with the other able-bodied men of France to drive the Germans from the land. Before joining his regiment, he baked ovenful after ovenful of bread. He knew the women and children and old men would have none unless he made it for them, for in France all the people buy their bread at the bakeries. They do not make it in their homes. So he worked without rest or sleep until at last it came time for him to leave. After his father had gone, Louis waited on the people who came to buy bread. At the end of the first week only a few loaves remained.

"Mother," said Louis, "I can make the bread now that Papa has gone."

"No, Louis," his mother replied, "it is impossible. You are not strong enough."

"Anyway, let me try," begged little Louis. Finally his mother consented, and helped him the best she could. To the surprise of all his first baking was a success. The people of the village and of the country flocked in to buy his bread. Some of them came to see Louis at his work. Often they found him in the hot room, stripped to the waist, kneading the dough, or nimbly taking the crisp loaves from the oven on his long handled shovel.

Often his back ached and his arms were tired. But he never complained. He felt that he must do his part to help France.

Once when a neighboring town had no bread, this brave little boy did the work of two men until someone was found to replace the baker who had been called to the front.

During a great battle when hundreds of poor refugees streamed through the village, Louis worked day and night in order that the hungry people might be fed. When the battle was over and the refugees returned, they saw the great general return little Louis' salute with a smile, as he passed through the village.

When we think of saving, let us try to think of saving other usable things than food. Boys and girls in these days are so active that there is a great deal of wear and tear, especially tear, on clothing. In play at home or at school, children should take good care of their clothing.

OBSERVATION OF SPECIAL DAYS

Special days should be made the occasion for special lessons in patriotism. Even a kindergarten child can be taught that he is a little American citizen. Let "My Country," "My Flag," "My Language," be the big thoughts of the lesson.

Flag Salute for Primary Children

I give my head,
My hands,
And my heart,
To God and my country—
One country,
One language,
And one flag.

A Patriotic Exercise

This is a good time to teach the recognition of the flags of England, France, Belgium, and Italy. The materials used are small flags, pictures, blackboard drawings in colored chalk. First the teacher describes a certain flag. Then the children find and name it. After the children are familiar with the different flags the teacher may ask, "Who will be a little French boy? Find your flag and salute it." And so on with each flag. This exercise would have point during weeks when color recognition is being taught.

Flag Etiquette

The children love to play games with the flag. Teach them to hold up the flag, to keep it out of the dirt, not to destroy it, nor to throw it in the street when it is discarded.

Our Flag

I know three little sisters;
I think you know them too.
One is red, and one is white,
The other one is blue.

I know three little lessons
Three little sisters tell.
The first is love, then purity,
And truth we love so well.

TALKS ON THE WAR

The purpose of these talks is to teach children simple facts of why America went to war and what they as little Americans may do to help.

Do any of you know anyone who has gone away to be a soldier? Where did he go? Why has he gone? Why are we fighting the Germans? What did they do to our ships? Suppose a German airplane should fly over our city. What would happen to us? That is why father or brother has gone—to show them that they must not sink ships, to drive them out of the countries where they have been burning and killing.

Some Ways Little Americans Can Help

Saving pennies for Thrift stamps.

Eating less of things the soldiers and peoples of Allied countries need.

Eating less candy and other sweets.

Eating everything on the plate.

Saving waste in water, light, and fuel.

Being careful of shoes and leather. We need all we can spare for the soldiers.

Saving labor by not giving other people extra work. Helping mother and father at home.

Helping keep the city clean by not throwing paper and waste about streets.

Taking care of school books and public property.

Trying to be better boys and girls so that older folks will not be troubled or worried.

A First Lesson in Thrift

PREPARATION.—The idea of thrift may be introduced through the story of "The Ant and the Grasshopper." A language lesson about the squirrel and his preparation for winter would suggest the same idea.

PRESENTATION.—Show the children a Thrift stamp. How many have ever seen one before, or own one? When did you get it? How much did it cost? How did you get the money? Show the children a quarter. That will buy one stamp. Show them other coins which will add up to the necessary amount. Let them count out 25 pennies. Let them make combinations of coins which will add up to twenty-five cents. Who gets the money that you pay for the stamp? What does Uncle Sam do with it? Don't you want to help buy uniforms and shoes and guns for the brave soldiers? Every stamp you buy helps to do that. Do you ever have any pennies or nickels? How can you earn any? Won't you try?

Other talks will develop the War Saving stamp idea with Uncle Sam paying children for the loan of their money.

The Care of Shoes

PREPARATION.—Introduce the lesson by means of a general talk about shoes. Bring out why we need them (protection from cold and wet), what they are made of (leather). In this connection teach that the cow is the source of our leather supply and that this supply is limited, the labor required in the manufacture of shoes, why shoes wear out, and how they are repaired.

PRESENTATION.—Talk about our soldiers "over there" and their special need of good strong shoes because of their life in the trenches and their constant exposure to the weather. If the children are familiar with the story of Valley Forge make passing reference to the fact that the sufferings of Washington's soldiers were sorely aggravated by the lack of proper protection for their feet.

Explain to the class that the more shoes we wear out the less leather there will be to make shoes for the soldiers who are fighting for us. The men who work in shoe factories, moreover, ought to be able to spend most of their time making soldiers' shoes. So we must try to make our shoes last as long as possible.

Encourage the children to suggest ways in which they may make their shoes last. The following are among the suggestions which should be brought out.

1. Do not slide.
2. Do not scuff your feet.
3. Do not kick against hard objects in going up steps.
4. Do not let your shoes get wet.
5. Wear overshoes in wet or snowy weather.
6. Keep your shoes clean.
7. Have your shoes repaired as soon as they begin to wear out.
8. Have your shoes repaired again and again.

CONCLUSION.—By means of questions make sure that the pupils realize why it is particularly important to take care of shoes in war-time. Have the children go over the various ways in which they can help do this.

(Adapted from the "Outline of an Emergency Course of Instruction on the War," by Coulomb, Gerson, and McKinley.)

Just the best that you can do,
Is the service asked of you.

Intermediate Grades

WAR ACTIVITIES IN THE INTERMEDIATE GRADES

To some teachers there seems to be a conflict between the demands of the necessary emergency service and the normal work of the school. Others, with clearer vision, see that through the war activities into which the schools have been thrust a wider and richer education is possible. Such teachers try to find what habits may be formed through these activities that will be of permanent life value, what ideas or ideals may be developed, and what knowledge may be obtained. It will be an important purpose of this department to suggest answers to these questions for some of the most important types of war activity in which the schools are engaged.

Health Activities

As a result of the physical defects discovered among the men who have been called into military service, a campaign for physical betterment has been instituted as an essential part of the program for national defense. For the schools, programs of physical education have been developed. There can be no question that this work is educational in character.

With the children of the intermediate grades, the habits formed are probably more valuable than the ideas gained, though both are important. In many schools health clubs have been organized, and a system of daily reports instituted. The number of pupils who cleaned their teeth before coming to school, the number who slept with their windows open at least six inches the night before, and who slept nine hours are recorded each day. There is nothing new in this, but it has been given an added impetus by its place in the program of war activities. The boy who thought his mother nagged a fellow when she insisted on clean teeth is led, with his fellows, to see this simple act in the light of national service. Health is taken out of the field of merely personal concern, and made a duty one owes to the nation. If we are to be a strong and worthy nation, we must be strong and worthy individually. If bad teeth interfere with one's capacity to be a soldier, then it is unpatriotic to neglect the teeth. We have in the past put the emphasis on what was good for the boy. Now the stress is laid on what the boy can do for the nation of which he is proud to be a part. Here are ideas and ideals which lift the pettiest detail into dignity, and which exercise a lasting effect upon daily conduct.

Junior Red Cross Activities

In this field it is the spirit that animates the children's activity, their understanding of the reason for it, the feelings they have in its performance, that are educationally valuable. Knitting, making comfort kits, raising money by selling tinfoil, and similar activities, are not in themselves of sufficient educational importance to warrant the taking of a large amount of time from a busy school day. But time may be taken to show the children how to perform these and similar services so that they may engage in them in their spare time, and to help them appreciate the value of the service sufficiently to lead them to give out-of-school time to it. It is here that a broad conception of real service is absolutely essential to the teacher, in order that she may guide her pupils wisely. The duty of us all, men and women, boys and girls, in this emergency situation, is to perform our usual service better than we ever have before, and then to add this further service.

Children should be encouraged to work briskly and with close attention upon their regular tasks, to the end of saving time during the school day which they may devote to their Red Cross work, as well as to give a generous portion of their out-of-school time to this service. At the regular meetings of the Junior Red Cross, reports should be given and exhibitions made of what its members have done. Such reports may be presented at the school assembly, published in the school paper or the school news column of the local daily or weekly newspaper, or featured in other ways.

Conservation and Thrift

The present conservation program is engendering habits and ideals of thrift that are of inestimable value. The emphasis has been greatest upon food conservation, but it should be extended to include clothing, shoes, paper, coal, and time.

But there are other values which the intermediate grades may derive from the conservation program. The geography of the fourth grade usually gives an intro-

duction to the whole world, and that of the fifth grade deals with the United States, with an industrial emphasis or approach in each case. Practically all of this work may grow out of the interest in conservation. In addition there is necessitated much parallel work in composition and arithmetic, history and civics, industrial arts, and home making.

Why Save Sugar?

How the regular school work may be associated with the conservation program may be briefly suggested here. The saving of sugar must be one of the strongly emphasized features of this fall's campaign. In the home making or industrial arts class the questions may be raised, "Why is it important that the armies have sugar? Would it make any real difference if the people of Europe and America had no sugar at all?" To answer these questions, it is necessary to consider the simple facts as to the important food elements. What are carbohydrates, fats, and protein? Of what use is each? Are there any of them we can do without? The facts are that of all foods which it is necessary to conserve, sugar is the easiest to do without. The average use in the United States was 83 pounds per person last year; less than one hundred years ago the yearly consumption was 9 pounds. Of course sugar is a food and is burned in the body for fuel. But there are two good reasons for not eating too much sugar. If we eat a large quantity of candy in addition to already sufficient meals, we are over-eating, and our digestions may suffer in consequence. And eating sweets sometimes satisfies our feeling of hunger so that we have no appetite for our other food. This results in under-nourishment, because sugar is pure carbohydrate, with none of the other food elements which are essential to the well being of the body. But although none of us needs much sugar, it is very essential for certain purposes. By its use much of our fruit is saved from waste and preserved in a concentrated form, thus making a very valuable food product. Sugar, moreover, is especially valuable as food for the soldiers, because it burns so rapidly in the body that it gives energy more quickly than other foods. These and other valuable facts about sugar may be found in "Food Guide for War Service at Home," prepared under the direction of the United States Food Administration, and published by Charles Scribner's Sons.

Reasons for the Sugar Shortage

Why is there a sugar shortage? To answer this, we are led to a study of the sugar producing regions of the world. From what is sugar made? What is the chief area of sugar beet production? Where is sugar cane raised? Are there any other sources of sugar? What is their extent and value? Sugar, we find, is made from sugar cane, sugar beets, the sap of the maple tree, and from corn stalks. The large area of beet sugar production was in Europe. This being cut off, and our own increased beet sugar production having been inadequate to make up the deficiency, we find ourselves chiefly dependent upon cane sugar. This is produced in tropical and subtropical countries, only a small per cent of it in the United States. Ships are necessary to obtain it, and it is impossible to spare these ships to go to the sugar producing sections of the eastern hemisphere. Consequently our supply is limited in the main to Cuba and the West Indies, and we must share this supply with our associates in the war.

In gathering this and other information bearing upon the question in hand, studies must be made of the sugar producing countries, their climatic and cultural conditions, the people who engage in the work, life on a sugar plantation, lines of transportation, and cities important as transportation and manufacturing centers. The textbook is inadequate to furnish all of the information needed. Reference material must be sought. Letters must be written to ask for information. Computations of the relation of the amount available and the allotment per person afford a certain amount of arithmetical drill in review of fundamental processes. Further computation as to the total saving resulting from a small saving per person may lead to advanced work in fractions, decimals, or denominate numbers.

Similar studies may be developed for the production, consumption, and importance of wheat, pork and other meats, leather, wool, cotton, corn, paper materials, and coal. It is purposed to include some such studies in detail in future issues.

WHAT THRIFT DOES

Makes the clothes I wear.
Builds the house I live in.
Builds the free schools for my education.
Protects me from the cold in winter.
Provides the food I eat.
Gives me time to play.
Makes the stores and banks.
Makes people happy and contented.
Provides them with money.
Stamps out waste and poverty.

Just how does thrift do each of these things? Give examples. Each topic may be made the basis of a separate exercise.

VICTORY THROUGH THRIFT

1. Every teacher should know the importance of, and the correct methods of securing and selling Thrift Stamps and War Savings Stamps.

2. Every teacher should organize a War Savings Club during the first weeks of school.

3. Every rural teacher should take with her a supply of stamps in the fall and should arrange to receive an additional supply by mail.

WHAT TO DO ABOUT THE FLAG

First, have a flag.

Some schools have a flag for every school room. Others have one for the school auditorium.

Second, study the history of the flag. This is a good topic for fourth or fifth grade history. Has our flag always been as it is today? How many stars in it? How many stripes? Why? Most children know the story of Betsy Ross; all of them should. Did Betsy Ross make the first American flag?

Third, learn how the flag should be treated, and practice treating it in that manner.

Fourth, begin the day with the flag salute:

I pledge allegiance to my flag and the Republic for which it stands, one Nation, indivisible, with liberty and justice for all.

This is a suitable salute for the intermediate grades. The salute ceremony has many variations, some of them very beautiful. The following is typical: The auditorium is filled with children of the third, fourth, fifth, and sixth grades. At the rear door appears a pupil bearing the flag. A chord from the piano announces his presence. The children all rise and face the flag as it is borne down the aisle. When the standard bearer reaches the front of the room and faces the assembled children, all rise and, extending their hands in salute, pledge allegiance in concert. The flag is dipped in recognition of the salute, and then is placed in the socket where it stands or hangs through the day.

WHAT KIND OF WORLD IS SAFE FOR DEMOCRACY?

What kind of world is safe for democracy? Put the question to fifth and sixth grade pupils and let them think about it. Help their thinking by further questions: Is England safe for democracy? Is France? Is the United States? Is Russia? A sixth grade study of these countries, their people, their resources, their forms of government, and their schools, will draw upon all the geography they have to tell, and will necessitate recourse to current magazines, the daily newspapers, the encyclopedia, and any books of reference that the school library and the homes of the pupils afford. It will furnish opportunity for the best of composition work in preparing oral or written presentations of special topics for which individual pupils can gather material, and which they will give to the class. Finally, it will arouse an interest and result in a thoroughness of grasp that the routine textbook lesson could not produce. Such a study has been made in an intermediate grade, and a fuller report of it may be published in a later issue. The natural concluding question is: "What then can our boys and girls do to help make our country safe for democracy?"

The German military autocracy must disappear from the earth. On this point the whole world and the best elements of the German nation itself are agreed.

Upper Grades and High School

STUDYING THE WAR IN HIGH SCHOOLS

In the "Outline of an Emergency Course of Instruction on the War," issued by the Bureau of Education, it is suggested that all students in high schools should take up each week some specified topic for study in connection with the war.

This general plan for study of the war should be carried out in addition to the incidental references which will inevitably be made in the regular courses in history, as well as in the courses in composition, literature, civics, geography, current events, and even in the courses in sciences and foreign languages.

It will be impossible in most schools to have such courses given by the history teacher alone. Some arrangement should therefore be made by which every student will have the opportunity, not only to learn of the events which finally led to the outbreak of the war, but to know why every ounce of energy in the Nation must be enlisted that the war may have a speedy and a victorious conclusion.

The series of topics suggested provides that the account of the war itself should be preceded by an account, historical and descriptive, of the countries at war. There is a certain tendency for work of this sort to become dry and formal. In order that the interest of the students in the war story may not be lost, teachers might, for the first four or five weeks, arrange two parallel courses on alternate days. On the first day the lesson may be on the historical background. The second lesson may begin the study of the war itself, commencing with the account of the murder of the Austrian archduke. When the study of the historic background has been completed, both periods may be devoted to the study of the war.

STUDY ON THE STORY OF THE AMERICAN MARINES

The story of the "American Marines in France," telling the experiences of some of our boys on the way to the front, and in the fighting about Chateau-Thierry, gives fine materials and suggestions for war lessons. Have the story read in class. Then, on a map of the western front locate the approximate position of the unit to which the writer of the letter belonged. In the account a number of expressions are used that should be explained, if possible, by the students.

What is a *camion*, a "75," a "210," a "Minenwerfer," a "stick grenade." Why does the writer say "Hill 165," instead of giving it another sort of name? What is a "barrage?" What is meant by "infiltrating through?" How many soldiers in a battalion? In a platoon? In other military units?

Be careful, however, not to smother the vivid story as told by the soldier by too much attention to the details.

As a good exercise in English, have the boys and girls tell the story of the flight of the French refugees. Let each pupil imagine that he or she is one who has been driven from his home by the advancing Huns, and have each write his supposed experiences.

Map Work

Have the pupils make sketch maps, copying the one printed in this issue. From day to day have them mark in the advances made in each sector. When the next number of National School Service is received, a new map may be made. In this way, each boy and girl will have at the end of the school year a valuable series of maps showing the progress of the war.

THE AMERICAN'S CREED

I believe in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a Republic; a sovereign Nation of many sovereign States; a perfect Union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it my duty to my country to love it, to support its Constitution, to obey its laws, to respect its flag, and to defend it against all enemies.

WILLIAM TYLER PAGE

ORIGIN AND EXPLANATION OF THE CREED

In March, 1917, the city of Baltimore, through its mayor, offered a prize of $1,000 for the best American creed. Several thousand creeds were submitted to the committee on manuscripts prior to the closing of the contest on September 14, 1917. The creed selected as the best was that written by William Tyler Page.

The explanation of the creed was prepared by Matthew Page Andrews, chairman of the committee on award.

Explanation of the Creed

The first clause, "I believe in the United States of America," is suggested by the preamble to the Constitution of the United States.

The second clause, "A government of the people, by the people, for the people," is from Daniel Webster's speech in the Senate of January 26, 1830, and Abraham Lincoln's Gettysburg speech.

"Whose just powers are derived from the consent of the governed," is from the Declaration of Independence.

"A democracy in a republic," is in substance from No. 10 of the Federalist, by Madison, and Article X of the amendments to the Constitution of the United States.

"A sovereign Nation of many sovereign states," from *E pluribus unum*, the motto on the great seal of the United States, and Article IV of the Constitution of the United States.

"A perfect Union," goes back to the preamble to the Constitution.

"One and inseparable," Webster's speech in the Senate of January 26, 1830.

"Established upon those principles of freedom, equality, justice, and humanity," from the Declaration of Independence.

"For which American patriots sacrificed their lives and fortunes," from the Declaration of Independence, and Lincoln's Gettysburg address.

"I therefore believe it is my duty to my country to love it," in substance from Edward Everett Hale's, "The Man Without a Country."

"To support its Constitution," from the oath of allegiance, section 1757 of the Revised Statutes of the United States.

"To obey its laws," from Washington's Farewell Address and from Article VI of the Constitution of the United States.

"To respect its flag," Army and Navy regulations; War Department circular on Flag Etiquette, April 14, 1917.

"And to defend it against all enemies," from the oath of allegiance, section 1757 of the Revised Statutes of the United States.

SELLING THRIFT STAMPS

One Way

"Good morning, boys and girls! Uncle Sam needs some more money this morning. When the boys went forward this morning they had to use a lot of ammunition. Besides, there were a number of uniforms badly torn when the soldiers went through the German barbed wire, and some helmets had holes shot in them, the Hun bullets just missing the soldiers underneath.

"How many stamps are we going to buy to help make everything all right again? John wants two; Mary, one.

"John, how did you get your fifty cents?"

"I worked in the provision store on Saturday."

"That's fine! Who else wants stamps?"

Another Way

"Good morning, boys and girls. Does anyone want to buy a thrift stamp? No? Very well, take out your geographies and we will continue yesterday's lesson."

Which is your way?

PRIZES FOR WAR WORK

The Philadelphia Chamber of Commerce has offered a number of prizes for war service, to be awarded in each high school in the city to that student who, in the judgment of the principal, has rendered the most efficient service during vacation. The only condition is that the work must be done under the auspices of some public organization.

THE CHILDREN'S YEAR CAMPAIGN

Saving 100,000 babies is the immediate goal of the children's year campaign of the Children's Bureau of the United States Department of Labor and the child welfare department of the woman's committee of the Council of National Defense. The campaign is being conducted through 12,874 local units of the woman's committee. If this campaign is to achieve its aim in every community, the teacher, whose influence reaches in a thousand ways into community life, must have a sympathetic understanding of the movement.

The essentials of adequate wartime protection for the children of the United States, according to the Children's Bureau program, are: the public protection of maternity and infancy, a family income sufficient to provide normal home surroundings, proper enforcement of state school attendance and child labor laws, and wholesome recreation.

The children's year program should have the intelligent support of every teacher. Through the local units of the woman's committee, or directly from the Children's Bureau, the teacher can secure the information and assistance necessary to insure complete coöperation.

AMERICAN COUNCIL ON EDUCATION

The American Council on Education representing twenty national educational associations of the country, is conducting a campaign to induce students to enter college and high school this fall. The War Department is calling for a large college enrollment in order that it may have, as a military asset, an adequate supply of material for officers, technicians, and business administrators. The council is doing all it can to help secure this enrollment.

Two hundred French women will pursue their studies in American colleges on free scholarships arranged by the council. In addition, the council is arranging for the reception of the commission of English university professors which will visit the leading educational institutions of the country during the fall and winter.

THE BOYS' WORKING RESERVE

One hundred sixty-five thousand boys in American high schools and colleges have enlisted in the Boys' Working Reserve, organized under the division of employment service of the Department of Labor. As many more boys who were not in school are actually at work on the farms.

According to a statement issued by the division of employment service, Department of Labor, the seventy-five thousand boys enrolled in the Working Reserve last year saved much food and many thousands of dollars.

Fifty-eight boys from two of the high schools of Philadelphia saved the apple crop in Adams County, Pennsylvania.

Sixty boys who lived in camp near Thompsonville, Mich., assisted in harvesting the fruit in the orchards of the Betsy River Orchard Company.

Boy workers saved a million dollars' worth of fruit in Idaho last year which, but for them, would have rotted under the trees.

Two camps of 129 boys in Arizona, hoed and thinned 2,220 acres of cotton, 85 acres of melons and 25 acres of potatoes. Approximately 25,000,000 bushels of potatoes were raised in Aroostook County, Maine, in the summer of 1917. Boys were a large factor in the harvesting of this crop.

The 330,000 youths at work or in training this season are certain to effect correspondingly large savings in food and money in their efforts to help win the war.

WAR SLIDES AND LECTURES

Descriptions unless accompanied by illustrations are hazy and indefinite. To fill the need in our schools for an adequate view of the war, a series of lectures illustrated with stereopticon slides is being prepared. This series will include lectures on (1) The Training of Soldiers in Our Cantonments, (2) Trenches and Trench Warfare, (3) Airplanes and How They Are Made, (4) The Navy at Work, (5) Building Ships, (6) On Board the Transports to France.

School superintendents and teachers will find these lectures and slides just what is needed to give their pupils an intelligent idea of what our Government is doing to win the war. Each lecture is accompanied by from 45 to 65 slides. The slides are sold at the nominal price of 15 cents each, a mimeographed copy of the accompanying lecture being furnished free to each purchaser of a set of slides. Thus the complete price of lecture and slides, which become the property of the purchaser, will vary from $6.75 to $9.75. It is not practicable to supply the slides on a rental basis. The lectures and slides will be available for use about October 1, at which time a full prospectus will be issued.

Address the Division of Civic and Educational Publications, Section A, Committee on Public Information, Washington, D. C.

FOR THE SAFETY OF OUR SOLDIERS IN FRANCE

Here is an emergency message:

The most effective material for neutralizing poison gas in gas masks is charcoal made from peach pits, apricot pits, plum pits, prune pits, cherry pits, and the shells, not the husks, of hickory nuts, walnuts, and butternuts. The Chemical Warfare Service of the U. S. Army has appealed to the Boy Scouts, to 131,000 War Savings societies, and to other children's organizations to collect these products in every community. Bags, with definite shipping instructions, will be sent to those placed in charge of this collection work and definite arrangements will be made to dispose of the pits and shells collected.

It is interesting to know that 200 peach pits are required to produce enough carbon for one gas mask respirator, and that it takes seven pounds of pits or shells to make the carbon for one gas mask.

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NATIONAL

School Service

PUBLISHED BY THE COMMITTEE ON PUBLIC INFORMATION

VOLUME I | WASHINGTON, D.C., SEPTEMBER 15, 1918 | NUMBER 2

PERSONAL NARRATIVE OF A SUBMARINE SINKING

How it Feels to be Torpedoed—American Heroism and the Hospitality of British Jack-Tars

To have one's ship sunk by a submarine, to suffer an aerial bombardment in London, and to experience the shelling of Paris by the great long-range guns of the Germans, all in one trip, is the fortune of few persons even in these days of perilous travel abroad. Such was the unique experience of Mr. Abner Larned of Detroit, who tells the story in an issue of the Detroit *Times*.

"It had grown to be about 5:30 in the evening," said he, in speaking of the sinking of his vessel by a submarine, "when I walked about the deck. I noticed there was a lingering glow in the western sky and against that the ships of our convoy stood out with great distinctness. That is the hour the U-boat works, for then the periscope cannot be distinguished and the ships make a splendid target against the gold of the sky.

"I shall never forget that sensation when the shock came. It came, of course, without the slightest warning. No one had seen a periscope or a U-boat, and yet the U-boat was there. We were by this time a convoy of 20 ships. Twelve of our ships had sailed across the Atlantic and had been met in mid-ocean by eight destroyers. These destroyers were distributed along our sides. We traveled in columns of three and the destroyers made a net of safety, and they wove back and forth so as to cover as much of the sea as possible. When they appeared, we felt that our days of anxiety were over and now we should certainly make our port without a doubt. Right in the midst of that feeling of safety came the crash of the torpedo. We can never forget that sensation. Believe me, you don't have any doubt about what it is. Immediately the knowledge travels straight to the center of your heart. 'They've got us!'—that is the sensation.

"All the lights went out, and I heard the noise of the passengers first rushing to their state-rooms, and then tearing for the open air. That is the most horrible sound of all. As I was in my stateroom, feeling for my preserver, and getting my coat on, I thought the mob had gone crazy. There was a staircase just outside and they seemed to be tumbling down like cattle into the ship. I opened the door on the corridor with that feeling in the mind. I never had a greater surprise in my life, because the cooler heads had already taken charge of the situation. They were saying: 'Keep your heads, boys. Take your time.' Those men, in the supreme test of their lives, those young officers, the cream of our young men, were meeting that test in the way that we might expect gallant young Americans to meet it, like men and gentlemen.

"Now I want to say this, there were 2500 men, not all college graduates by any means, men from the farm, from the

(Continued on page 2)

SECRETARY McADOO ASKS CHILDREN'S HELP

To the Boys and Girls of America:

Every little girl and every little boy and every big girl and every big boy in the United States can help their Government in this great war, and help our noble sons and brothers who are fighting this war for us, by saving their money and lending every cent of it to the Government. The Government gives you a bond, or an obligation to pay the money back in full with interest. I want all of you to save to the limit and lend to the Government to the limit of your ability. I want you to make your mothers and fathers save to the limit and lend to the limit to their Government. Every girl and boy, especially every little girl and every little boy, is, or ought to be, the boss of their mothers and fathers; and I know that if you make a patriotic appeal to your mothers and fathers to save money and lend it to the Government to help our gallant soldiers and sailors who are fighting to save our liberties and our country, your mothers and fathers will listen to you and take your advice.

The future of the country concerns the boys and girls of America more than the old people of America, because the future is what you must take care of. Your seniors are trying to take care of the present in order that they may hand down to you young people unimpaired the splendid institutions of freedom and democracy which our forefathers handed down to us. Let every girl do her part; let every boy do his part; and let every mother and father do their part; and the military despotism for which the Kaiser stands will be swept away by universal liberty and triumphant democracy!

W. G. McADOO

HOME SERVICE HELPS FIGHTING MORALE

The Red Cross Appeals to Teachers to Coöperate in Aiding Families of Men in Service

Men are better fighters if they know that their home folks will not suffer in their absence. Providing for the welfare of the families of men in the service of the United States army or navy is a war responsibility, in which every American teacher can share. The Red Cross is the agency through which each community endeavors to make sure that neither sympathy nor expert advice and information shall be lacking to the family of any soldier or sailor, and that there shall be no suffering for lack of money among fighters' families.

This Red Cross activity is dependent for its effectiveness to a very great extent upon the attitude of the people in each town and county. It is dependent for success upon a general understanding that it is really the organized effort on the part of the American people to make up to the family of a fighter, as far as possible, the loss which his patriotic devotion is causing them.

The purpose of the Red Cross home service is to conserve human resources in the families of the men in service, to relieve emergency needs, to supplement government provisions for dependents, to help disabled soldiers, to supply necessary information to men in service or to their families, and to help maintain the morale of our fighting forces by safeguarding their homes in every possible way.

In a direct appeal to the teachers of the country, W. Frank Persons, director general of civilian relief for the American Red Cross, has issued the following statement:

"As representing the five thousand home service sections of the American Red Cross

already organized, may I earnestly request the coöperation of the school teachers of this country in our difficult but inspiring task. On our shoulders has been laid the responsibility for seeing that all goes well in the homes from which the men in the service have gone forth. Already over 500,000 families have turned to us for counsel or assistance.

"The problem exists not only in the large cities where organization is comparatively easy, but in industrial towns, in mining villages, on the Western plains, and in isolated mountain hamlets.

"There are three ways in which you can be of special help:

"1. Tell the home service sections about soldiers' children who are falling behind mentally or physically, or about particularly promising children who should be given special opportunities, or about children who are going to work because the family income is lowered by the man's departure.

"2. Offer your personal services to the home service sections so that you may be called upon to visit some family which may need just the kind of interest and stimulus you can give.

"3. Stimulate community interest in, and understanding of, Red Cross home service.

"The home service sections earnestly desire that *every child in the family of a soldier or sailor or marine shall have at least as good a chance for development as if the man had not gone into the service.* We ask you to help us make good this undertaking."

PERSONAL NARRATIVE OF A SUBMARINE SINKING

(Continued from page 1)

factory, from every walk of life, day laborers, all sorts and conditions of Americans, but in that 2500 I did not see a single cowardly act. I did not see a single man push another man out of the way to take his place, but I saw scores of instances of the finest kind of unselfishness and service, the finest kind of conduct that I could ask for from any men, coming from whatever social strata you please.

"The ship had been wounded mortally, and we knew it. The deck was sliding back, and we knew that the ship was going to sink; and yet those fellows were just as courteous and nice to me as though we had been in some parlor with all the evening before us. I got on the edge of the crowd and tried to put the suit on, and these fellows said, 'Here, let us help you.' With their help I got it on, but it was wrong side out. As I figured it, I would probably float downward, with my head about two feet under water. I called their attention to it, and they laughed, actually laughed, and said, 'Let's get it off.' So I got it off and put it on right.

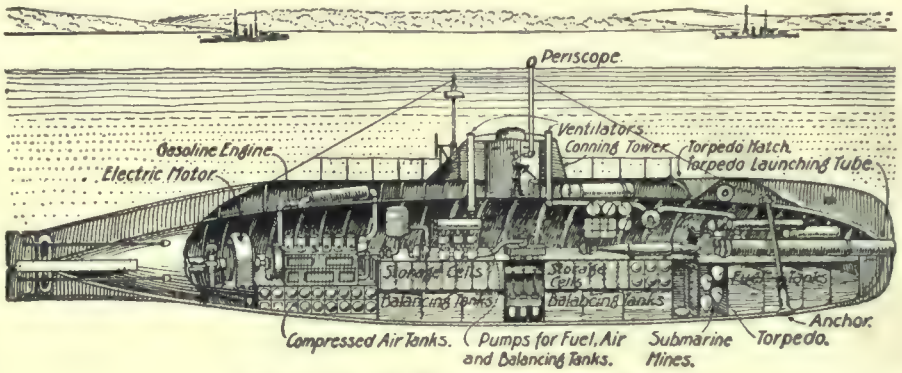

Diagram Showing the Interior of a Submarine

Weird Scenes Overboard

"I looked over the side of the ship, and the scenes I saw then I can never forget. Frequently in the night I get to thinking of those things and thinking that perhaps there was something that I might have done that I didn't do to help some chap, and I feel self-condemned at the thought that I may have let some opportunity slip. Here is what I saw.

"These boys, many from the plains of Oklahoma and Texas, had never seen a lifeboat before sailing, and suddenly they were called upon to do the very skilled thing of swinging out the lifeboat on the davits, lowering the ropes, and getting the men into the boats. . . . I saw one boat go down, and the front rope gave way and spilled the men into the sea. I saw one boat launched successfully, but the boys had not been instructed and did not push away quite so quickly as they should, and their boat swung under another boat. That boat crashed down on them and they all went into the sea, probably most of them killed by the concussion. I saw a rope going past me, and every once in a while I would see some fellow slide down. By turning my flash-light I saw that the rope went into the sea. These fellows growing desperate slid down the rope. You would think a man would stay by the ship, but somehow they thought they would rather be off, and they went down to watery graves, when they would have been saved had they stayed aboard.

Rescued by a British Destroyer

"About forty minutes had elasped before any boat put back to us. Of course, as soon as we were hit every ship in the convoy went ahead as fast as it could. It would have been folly for any ship to stop. Somewhere the U-boat was lurking, and any ship would be coming back to almost certain disaster; but usually a destroyer turns back, and I looked for a destroyer. Finally off our starboard bow we saw the flashes of light and knew that someone was coming. In the meantime, our auxiliary lighting system was turned on, and it made us all nervous. It is frequently the case that the U-boat stands by and watches the boat to see if she is sinking rapidly, and perhaps to send another torpedo to make sure of it. So we were in constant apprehension of the arrival of the second torpedo. The destroyer pulled up alongside of us, ropes were passed, and she was soon filled and pulled away into the night. I was one of those left on board the sinking vessel. It was then about an hour since the explosion. These ships frequently go down in fifteen or sixteen minutes, and we could not tell when our ship was going down.

"After we had been on the ship about an hour and three-quarters, we heard a sound forward. Someone was calling, 'Are there any Hundredth Squadron men here?' We followed the voice forward, and at first we could discern nothing. While we had stood there, the three of us, talking and looking out over the sea, the crowd had all vanished. We had not observed that they had left us, but when we got forward we saw the cause.

"There we could just make out dimly the outlines of another destroyer. We had sunk so low at this time that we could step without difficulty from our deck to the deck of the destroyer. The only difficulty

First German U-Boat Captured by American Sailors

was in clambering up over the rail of the ship, and that was very difficult in those suits, which are weighted at the bottom to keep you right side up in the water. We clambered over the rail and grasped the cable of the destroyer just as she was pulling away from us, and were hauled aboard and given a welcome that did us good, by those Jack-Tars of Old England. They did everything in their power for us. It was a gala night with them. They had saved all sorts of people before, all the races of the earth, but never before had they had the pleasure of saving a bunch of Americans, and they made the most of the occasion.

They gave us a royal welcome. We had five hours aboard that little ship that I shall never forget. We were packed in like sardines. There wasn't an inch of space anywhere, and this little destroyer was intrepid. She laid herself open to the gravest disaster, because it is the practice of the U-boat to lie in wait for just that moment when the destroyer is loaded with her freight of human beings, and is about to pull off, and then send a torpedo to crash into her side. The captain knew that, but he stood by until we were rescued, and the first thing he said to me was, 'Are there any more on there?'

Survivors of Torpedoed Steamship Rescued by British Destroyer

and he cruised about until he was quite satisfied he had them all.

"I cannot do enough or say enough, if I live to be a thousand years old, of the gallantry and heroism of the British tar.

Safe on Irish Soil

"After five hours of rolling and pitching in this little boat, because you know frequently their decks are all awash—they are so low down in the water—we finally landed at a port on the coast of Ireland. We were transferred to a tug, and when we climbed up the dock I guess it didn't feel good to get your feet on something solid!

"We had a three-mile walk in the rain, and got to a barracks where they were all waiting for us, all Irishmen. Then we did have a welcome. It seemed as though all Ireland was there to open her arms to those sons of Ireland who had come back."

A RUINED DOLL HOUSE

"The vast bulk of American soldiers," writes a correspondent on the American front in France, "are home men. Gentle and kindly things recalling their own homes in the West appeal to them as nothing else does, and the awful ruin of the French homes past which they have been marching mile upon mile and hour after hour has seemed more distressing to many of them than their own losses.

"They accept the ruin as inevitable, however, giving the Germans the benefit of the doubt, but when in clearing up these ruins they come upon indisputable evidence of Teutonic savagery it has a very different effect. An American showed me a doll house which had been stamped flat under a German boot with the dolls laid around it each with its face ground into the floor by a nailed German heel.

"There were much more horrible things in the house—things beyond description—but the American rightly picked that out as most characteristic and most dastardly. With a look on his face that would have warned any opponent to keep his distance, the American said:

"'The next German that tries to murder me had better make sure that he makes no mistake about it.'"

ALLIES' VICTORY MONTH

Continued Successes All Along the French Front—Hindenburg Line Broken In the North

"The Allies' victory month" was a fitting title for August of 1918. It is possible that it may prove even more fitting as a designation for the present month of September.

Campaign of Movement

At the time of our former survey, the great offensive, or series of offensives, launched on July 18 by General Foch, had been in progress for something more than five weeks. The Château-Thierry pocket had been cleared, Montdidier and Albert had been redeemed from German hands, and an advance had been made on a front of 140 miles—from Rheims to beyond Lens, in Flanders—and to a maximum depth of 18 miles. The war of movement which was then under way has since continued with unabated, even accelerated, force. Some competent military critics go so far as to say that the situation is now such, thanks to Foch's brilliant generalship and the strengthening effect of American aid, that before the present season closes, the German armies will not only be forced back everywhere to the old "Hindenburg line," which they held from March, 1917, to March, 1918, but that they may even be driven out of **northern** France altogether.

Pierce Hindenburg Line

A comparison of the map in this issue with that printed in the former one will show where the chief gains of the past two weeks have been made. Bapaume and Noyon finally fell on August 29. On August 31, Mt. Kemmel, a strong defense in the neighborhood of Ypres which was taken by the Germans in April, was wrested from them by the British. On September 2 came one of the greatest recent victories when Queant was stormed by the British and Canadians. This forced the Germans the next night to abandon the whole of a famous "switch," or extension, of the Hindenburg line, reaching to Drocourt in the north. Not merely was the Hindenburg line itself broken, but its most important reinforcement in the north was captured as a result of this victory.

The Canal du Nord ("Northern Canal") this became the chief German defense in this region. It is here as yet a canal uncompleted and containing no water. Nevertheless it is a formidable defense, for it is 80 feet across and 60 feet deep, and its sides for the most part are granite walled, sloping slightly inward toward the bottom.

Important Allied Advances

Soon after the fall of Queant came an important advance further south through the capture of Peronne, a railroad center at the western angle of the great bend of the river Somme. This was followed, on September 6, by the taking of Ham and Chauny, equally important places still further to the south. At the time this account was written (September 9) the British and French had advanced far beyond these points, and were within five miles or less of the Hindenburg line throughout the remainder of its course. They were only

three miles from La Fere and six miles from St. Quentin; and the forest of St. Gobain, which had sheltered the monster German cannon that had shelled Paris, was under the direct fire of the Allies' guns.

Germans Retreat to Aisne

Meanwhile, French and Americans on the front from Rheims to beyond Soissons had not been idle. A series of brilliant strokes to the north of Soissons carried the French, under General Mangin, to the little river Ailette; thence they began to advance eastward, threatening to take in the rear the German army which was confronting the French and Americans on the line of the river Vesle. At the same time the latter were striking here and there, winning considerable local successes.

In the face of this twofold danger the Germans, on September 8, fell back to the river Aisne. Even here they will not be safe from General Mangin's flanking movement. It is probable that they will soon be forced back to the fortified road which runs along the ridge (the Chemin des Dames, or "Ladies' Road") between the rivers Aisne and Ailette, and even beyond to the Hindenburg line.

Foch's Brilliant Strategy

Thus, on a front of 150 miles the German defenses are dislocated. The extent of the disorganization may be measured by the report of certain German prisoners, taken September 2, that they had "had nothing to eat for four days." The breaking of the Queant-Drocourt line, and General Mangin's brilliant offensive north of Soissons, are the immediate factors in producing this disorganization and forcing the Germans to retreat. Accompanying these two master strokes was a whole series of lesser operations, all contributing to the same end. One of the differences between Foch's strategy and that of Ludendorff and Hindenburg was that, whereas the latter trusted mainly to great hammer strokes to break through the Allied lines by sheer power and weight, the Allied commander-in-chief employs a constant succession of blows, each small as compared to those of his antagonists, but so well coördinated and so admirably followed up as to produce with much less loss an even greater result.

Allies Maintain Initiative

Another factor in Foch's favor is his growing superiority in the number of soldiers he has available. Between March 21 and the beginning of the Allied offensive on August 18, it is calculated that the German offensives cost them 1,348,000 men, in killed, wounded, and prisoners. Even if we accept the German estimate, no doubt exaggerated, of 1,225,000 Allied losses in the same period, there remains an advantage in favor of the latter of 123,000 men. In addition there is the constant stream of American soldiers, arriving at the rate of 250,000 to 300,000 a month. It is this superiority in numbers, combined with adroit use of the mistakes made by the Germans in their ill-advised attack in the second battle of the Marne, which has given Foch the military initiative that he has so well employed.

It is reported that the prisoners taken by the Allies this summer number 150,000 and the cannon 2,200. In addition there are vast stores of German munitions captured by the Allies or destroyed by the Germans to avoid capture. When we consider these results and the change in German morale, it becomes increasingly evident that this battle of Northern France is one of the greatest battles of the war.

The area shaded by diagonal lines shows the allied gains between July 18 and September 9 inclusive. Since the latter date there have been other gains, which are not shown on this map.

GERMAN CASUALTIES IN FRANCE

Twenty bucketsful of identification tags were taken from the German dead who fell in the first week's fighting of the German drive which opened on March 21, 1918, according to a press report from Holland. These identification disks are about the size of an American quarter, and it is estimated that there must have been 370,000 in this one shipment. The German casualties of the first three weeks of the drive were estimated at 500,000. By the end of the first week in September the total German casualties in 1918, as estimated from the most reliable reports obtainable, had grown to more than a million, killed, wounded, and prisoners.

SUNDAY DINNER IN GERMANY

The extent to which the rationing of foodstuffs and other necessaries has been carried is illustrated in a humorous recipe for a Sunday dinner, published in a German paper, *Chemnitz Volksstimme*.

"Take the meat card, mix it well with the egg card, and bake it with the butter card until a healthy brown crust appears. The potato card and the vegetable card should be steamed until they are tender, and then thickened with the meal card. After-dinner coffee is prepared by boiling the coffee card and adding the sugar and milk cards to the beverage. A very succulent confection is obtained by dipping the bread card into the coffee so prepared and partaking of it in small pieces. At the conclusion of the repast, you wash your hands with the soap card and dry them upon the cloth purchase permit."

If we had not fought Germany after her false and brutal conduct, we should have been despised by all the world, even by the Germans.

THE TEACHER AND AMERICANIZATION

Local Councils of Defense Act as Correlating Agencies for Americanization

What America offers to Americans and to the world may be interpreted in part through the schools. In the evening school, where adult foreigners come to learn our language, mutual understanding and sympathy are essential to successful work. The foreign-born person must feel that the teacher is his friend. The class exercise must be a social opportunity through which he may get acquainted, not only with the teacher, but with other men and women of American birth. Foreign-born members of the class should be given a share in all classroom work, and should be made to feel responsible for their part in it. Similarly they should be made to feel responsible for the social activities which are conducted in the schoolhouse in connection with the evening school. American ideals and citizenship standards should be impressed through service at every opportunity. The opportunities and responsibilities of living under a democratic form of government should receive constant emphasis.

Instill American Spirit

In the day school, the teacher who has children of foreign parentage in her room can accomplish a great deal to instill into young Americans, whether of native or of foreign birth, a unity of thought and action which will break down the barriers which so often exist between the children of recent and those of earlier immigrant parentage. The teacher should lose no opportunity to cultivate a democratic spirit of fellowship between the children of native and those of foreign parentage. One method of arousing the respect of the native-born children for the children of foreign parentage is to give the children of foreign parentage an opportunity to tell the class about their native country as it is connected with the day's lesson. The stories of heroes sprung from races or nations represented in the class, can be told to show the contribution these leaders have made to freedom.

Teachers of both day and evening schools have a wonderful opportunity to know, and to establish friendly contact with, the homes of their foreign-born pupils. They should also keep in close touch with the leaders of clubs or fraternal organizations largely composed of foreign-born parents.

Coöperate with Local Councils

All of these things the teacher can do independently, but she can accomplish much more if she acts as one of a group. For this reason, she should become an active participant in the Americanization work planned by the local Americanization committee of the council of defense in her community. In every city where more than five hundred foreign-born reside, the several state councils of defense have been asked by the National Council of Defense, and by the Bureaus of Education and Naturalization, to act as correlating agencies for war emergency Americanization work.

The teacher should get in touch with the local committee in her community, and coöperate in every possible way in the program of Americanization. If no committee has as yet been organized, she should feel free to assist in organizing such a committee in harmony with the plans and purposes of the state council of defense.

INDUSTRIAL RESERVATION SCHOOLS

Twelve elementary schools are being organized by the government to accommodate the children on the reservations surrounding the big munitions and industrial plants. It is estimated that 15,000 children will attend these schools, and that more than 400 teachers will be employed. Five additional schools will probably be established during the coming year. These reservation schools are under the direction of the industrial service section of the Ordnance Division of the War Department.

W. G. Coburn, superintendent of the public schools, Battle Creek, Mich., has been appointed director of the new system. Under his supervision, the Ordnance Division has fixed the minimum salaries of teachers, selected the textbooks, and determined the plans for the new buildings and the equipment to be used. The twelve new schools are located on reservations as follows: Amatol, N. J.; Belcoville, N. J.; Delaware City, Del.; Tullytown, Penn.; Seven Pines, Va.; Penniman, Va.; Nitro, W. Va.; Jacksonville, Tenn.; Perryville, Md.; Brunswick, Ga.; Sheffield, Ala.; and Mussel Shoals, Ala.

MEN TO MAN NEW SHIPS

Where shall we find the officers for the merchant ships that are being built so rapidly to replace the submarine losses and to carry men, munitions, and food to France? The Government has by no means forgotten that ships without the men to run them would be useless. From July, 1917, to August, 1918, 8069 students were admitted to the 36 free navigation and marine engineering schools maintained by the United States Shipping Board, according to a statement just issued by Chairman Edward M. Hurley of the board. Each student is given six weeks' training in a navigation school and a month in an engineering school. Already 4439 students have graduated from these schools. The largest schools are in Philadelphia and New York. Large classes are maintained also in Boston, San Francisco, and Chicago. Only men who have been two years at sea are admitted. The graduates are fitted for service as deck officers and as engineer officers.

In addition to the schools for preparing officers, Chairman Hurley also reported that the board now has ten training and receiving ships in operation for the training of seamen for the merchant service. These have a total of 3125 apprentices on board. Inexperienced men are trained six weeks on these vessels before being sent to sea.

Germany not only makes war in the most savage and merciless way. She thinks war in itself a good thing, and desires it.

FLAG ETIQUETTE

By William Mather Lewis
Secretary National Committee of Patriotic Societies

The United States military regulations and other rulings give well defined statements as to the respect to be shown the flag. The most important of these follow.

When the colors are passing, the spectator, if a man, should halt if walking, arise and uncover if sitting, holding the head-dress opposite the left shoulder with the right hand; if bareheaded, he should salute with the right hand. A woman should stand at attention as the flag passes by.

When the flag flies from a stationary flag-staff it is not ordinarily saluted with the hand.

Used in decoration, the flag should not be festooned or draped, but hung flat. If the flag is hung with the stripes horizontal, the Union should be in the upper left corner. If hung perpendicularly, the Union should be in the upper right corner.

When the flag is carried in parade, or when crossed with other flags, the Stars and Stripes should always be at the right.

The law specifically forbids the use of and representation of the flag in any manner in connection with merchandise for sale.

The flag should be raised at sunrise and lowered at sunset. It should not be displayed on stormy days or, except when under fire of the enemy, left out over night. Although there is no authoritative ruling which compels civilians to lower the flag at sundown, good taste should impel them to follow the traditions of the Army and Navy in this sundown ceremonial. Primarily the flag is raised to be seen, and secondarily, the flag is something to be guarded, treasured; and so tradition holds that it shall not be menaced by the darkness. To leave the flag out at night, unattended, is regarded by some as proof of shiftlessness, or at least of carelessness.

On Memorial Day, the flag should be displayed at half-mast from sunrise until noon, and at the peak from noon until sunset. It should, on being retired, never be allowed to touch the ground.

When "The Star Spangled Banner" is played or sung, all present should stand, uncover, face towards the music, and remain standing, in silence, until the music ceases.

Applause at the conclusion of "The Star Spangled Banner" is out of place.

Worn-out and useless flags should be destroyed, preferably by burning.

A flag torn or frayed by the wind and weather should not again be hoisted until it has been repaired. This is a regulation of both the Army and the Navy and should be followed by all civilians.

Comparison of the War Savings Society figures of August 15 with those of July 15 shows:

The total number of societies organized, 127,938—an increase of 17,467.

Nebraska is in the first place, with a ratio of 184.97—the result of organization of 6421 societies during the month.

JUNIOR FOUR MINUTE MEN LIBERTY LOAN CONTEST

Leader of Four Minute Men Gives Directions for Conducting School Campaigns

TO THE TEACHERS AND SCHOOL CHILDREN OF THE UNITED STATES:

This is the third Junior Four Minute Men bulletin for school use in the United States. The subject is the Fourth Liberty Loan. Twenty-five thousand or more schools reported contests during the last loan, and these reports were of the most inspiring kind. We hope to give you some of them in future bulletins. The boys and girls of the United States thrilled and stirred people to action throughout our land. They demonstrated that they understand and appreciate what we are fighting for.

The idea of this bulletin is: America the Hope of the People of the World and What it Means to Fight for Her. "Over There" and "Over Here."

How Honor Certificates are Won

Matter from this bulletin should be presented by the teacher in the way best calculated to help the pupils prepare Four Minute speeches or essays of about 400 words each. Other government literature on the Fourth Liberty Loan may be used to supplement the bulletin, and the local Liberty Loan committee or bank may be consulted for additional information.

The best of the speeches prepared in this way may be delivered at a *meeting of the whole school,* to which *parents and friends are invited, if possible.* In large schools, it will be best to hold separate contests for the higher and lower grades, or perhaps one for each grade. The winner is chosen by a committee of judges, or in some other way deemed best by the principal. Of course, there can not be more than one winner of a contest.

The Report Card sent with this bulletin is to be filled in promptly by the principal with the winner's name and other particulars, and *mailed to Washington.*

The Honor Certificate, also sent with the bulletin, is to be given to the winner, certifying that the United States Government has designated him or her a Junior Four Minute Speaker for the Fourth Liberty Loan.

Contests should be held at the most convenient time during the Liberty Loan campaign, but as near October 12, Columbus Day, as possible. Conditions vary so greatly in different places that *the details must be left to the local school authorities.*

Four Minute Men Will Help

More than 40,000 Four Minute Men, representatives of the United States Government, are using bulletins similar to this one in preparing addresses which they give in theaters and elsewhere throughout the length and breadth of this land.

If you call on our local Four Minute Men chairman, we know that he will be glad to send one of his best speakers to give a four-minute talk on this subject at any time you may suggest.

Cordially yours,
WM. H. INGERSOLL, *Director,*
Division of Four Minute Men,
Committee on Public Information.

AMERICA, THE GREAT ENTERPRISE OF THE HUMAN SPIRIT

Our Country Means Liberty, Fraternity, and Opportunity to the Peoples from Every Land

"A place where God would wipe away the tears from all faces,"—that is what America has meant, and means, to millions and millions of people. There are in our great Land of the Free over 13,000,000 people over ten years of age who were born in foreign countries—people from over fifty different nations, speaking more than fifty different languages, and of all religions and beliefs. Why did these millions and millions of people from so many countries leave their homes and travel far across the seas, often not only selling all they had to get money to come, but binding themselves with heavy debts? Why did they leave their homes and friends and all they loved to come to live with us in our America?

Three years ago, before we had entered this great war, our President greeted a meeting of these foreign-born people in Philadelphia. He said:

> You have just taken an oath of allegiance to the United States. Of allegiance to whom? Of allegiance to no one unless it be to God, certainly not of allegiance to those who temporarily represent this great Government. You have taken an oath of allegiance to a *great ideal,* to a body of principles, to a *great hope of a human race.* You have said, "We are going to America not only to make a living, not only to seek the things which it was more difficult to obtain where we were born, but *to help forward the great enterprise of the human spirit*—to let men know that everywhere in the world there are men who will cross strange oceans and go where speech is spoken which is alien to them if they can but satisfy their quest for what their spirits crave; knowing that whatever the speech, there is but one longing and utterance of the human heart, and that is for Liberty and Justice."

All the millions upon millions of men and women and boys and girls who have come to our America since first she lifted her great torch on high, and all the children who were born here, have come, as our President has said, "to help forward the great enterprise of the human spirit." What is that enterprise? What is that "hope of the human race"? What would it mean to the world if America were no more? Why do millions of people call her the "Promised Land"? Why are millions of our brothers fighting or dying for us, and dying with pride and joy?

Liberty Enlightens the World

At the gateway of our country stands Liberty, her hand held high in the heavens, and in that hand the great torch, and we say, "Liberty Is Enlightening the World." Thousands of these men and women and boys and girls fall to their knees or, stretching out their arms to America, weep with deepest joy when first they see our great Statue of Liberty with her torch lifted on high. We must never, never let that torch be stricken to the ground. That Light is God's great Light. That Light says to all the World that we believe that all people, whether they come to us from France, or Italy, or Ireland, or England, or Germany, or from other nations, whether they are rich or poor, are created *free* and *equal,* and that it is possible for people of all nations to live side by side or even in the same houses in peace and happiness.

The American Melting Pot

There is one public school in New York City where children of twenty-four nationalities study and play together in peace and harmony. In your own school there are perhaps many nationalities represented. If you are a true American, you are so big minded, so noble and so free from narrow little national bonds that you never ask, "Did that boy's parents come from Sweden, or Russia, or England, or Germany?" You ask a bigger question, "Is he a fair, square boy?" "Is she a good, honest girl?" America believes that your greatness is not given to you by your nation, or your wealth, or your parents. Your great-

THE FOURTH LIBERTY LOAN

The Fourth Liberty Loan drive will open Saturday, September 28, and close Saturday, October 19. The drive is short. Everyone should be ready for it. Teachers should make certain that every schoolboy and schoolgirl in America knows just what the drive means. It means more fighting men, more ships, more guns, more ammunition, and better equipment for our fighters overseas. It means a speedier victory and a world safe for women and children.

The Government calls upon every loyal citizen to buy bonds, to loan money on gilt-edge security to help win the war. Our soldiers and sailors are doing their part. Are you ready to do yours?

ness comes from within you. It is in your character, in your power to do good in the world. We believe that a person's nobility comes from within and not from without. No one in our country can inherit or bestow a rank of nobility. If we call a man or woman "Noble," it is not because he is rich, nor because his parents have power, but because he is good and true and God-like in kindness to others. We believe this so strongly that we have established free grade schools and high schools and universities to help our boys and girls of all nationalities to become noble, intelligent men and women and to give them, as far as possible, equal opportunities for growth and development. We also have free libraries, art galleries, parks, lectures, and musical concerts, and free hospitals for those who are poor and ill.

Freedom of Worship

We believe also that all peoples of all religions should be big and generous and noble enough to live in peace and harmony side by side, and that each man and woman should be free to worship God just as his or her soul commands. We believe that Catholics, Protestants, Jews, Buddhists, and those of all other religions and creeds should be free to seek God in whatever way they wish, and that no one religion should rule over another. These are two of America's great ideals. We are not yet so noble, nor so big and full of charity in either of these respects as America means us some day to become. We must be as big as our ideals of liberty and justice.

The Consent of the Governed

We believe that no man has a right to rule over us unless we give him the right. We choose all our leaders and they make all our laws. All the rulers and the ruled are to be governed by the same laws. Even our President must obey our laws. Our President and our governors, as well as our senators and representatives, are chosen by us. If our laws are poor, if our leaders are bad, as they sometimes are, it is *our* fault, because we were not good or wise or careful enough to select better men. Our Government is as good as we are now; it will be as good as we will be in the future. *We make our Government*

A War to Save Democracy

Now turn to Germany and you will feel what it means to be an American. Germany, or the power that rules her, does not believe in a government by the consent of the governed, but in a government by force, regardless of the consent or objections of the governed. The Kaiser calls himself the "All Highest." "Deutschland über Alles," has been his war cry. "Germany over the world," and the Kaiser over all! Our answer is, "America for the World!" If the people of Germany prefer their kind of government, let them keep it, but they must not attempt, through blood and crime, to inflict their government on other people. That is what we demand. That is why this is a war to enforce law, regardless of profit or loss to ourselves or others. We are fighting so that henceforth it will be impossible for any government to inflict itself upon weaker governments through force or military power.

LIBERTY FIELD
PROFITS FROM THIS FIELD WILL BE INVESTED IN
LIBERTY BONDS WHY NOT A LIBERTY FIELD ON EVERY FARM
Strike the Kaiser With Your Dollars-HOOSIER STOCK FARM
J.W. WESTALL
O.R. WESTFALL

This Shows the Spirit in which American Farmers Help Prosecute a War for Liberty and Justice

Must Fight for Peace

We believe also in the freedom of the press, and that people should be free to speak the truth that is within them, that only through speaking the truth can we grow as individuals or as a nation. And when our country is at peace, it is not only the legal right but the duty of each man to speak his truth. He may then with all his power oppose going to war. But when our country, which is founded on the ideals of world peace, decides it must go to war to preserve that peace, then every man and woman should abide by this decision because this decision is that of the majority of the people of our government.

We believe in Peace, but not in a Peace of Slavery. No man shall rule over us unless we give him the power. We believe in the peace of Freedom of thought, of Union and the Brotherhood of man, and of Democracy in government. These are the great fundamental principles of our government. To realize these ideals is the "hope of the human race," "the great enterprise of the human spirit,"—in which you are to help, and for which we are fighting today.

Lift High the Torch of Liberty

In 1776 men died to give this Light of Liberty to us. In 1863 men died to lift the torch still higher in the heavens. Whether that Light shall prevail depends on the outcome of this war. A bloody tyrant has lifted the iron hand of War. He is trying to tear the torch from Liberty's hand. Our laws are not yet all perfect because we are not perfect. We have not as yet used all our liberties for the benefit of our fellowmen, but we will fight till not a man or woman remains, rather than surrender all the precious liberties which it has taken the people from the whole world centuries and centuries to win for us. This is not a war of religions, nor of races, nor of nations, nor of groups of men. It is a war of *ideas*. The ideas of free men against the ideas of military tyrants or despots. We in America have more freedom than has any other country in the world. What we, the people of this self-governing nation, must do now is to preserve the liberties won through centuries, and help the people of other countries keep the liberties they have.

Honor to All Who Serve

It is in that spirit that America, the land of free men, has sent out her soldiers, who have come to our "Promised Land" from every nation in the world. These free men go forth with the holy spirit that says, "We may die, but Liberty shall never die." The liberty of the world is in danger, and so men forget to be selfish and little and mean. We are thrilled to see how people of all occupations, people with money and people without, are fighting side by side for freedom. We are finding that people are much braver and better, much nobler than we sometimes thought. Some persons are actually surprised at their own goodness, and, in serving others, they become really happy for the first time in their lives. The world is going to be a very much better place to live in after we have helped to establish forever World Peace. But our immediate duty is to win the War. We must speed up war activities to the limit. We must try to end the war at the earliest possible moment, but we must resolve to win no matter how long it takes.

Home Patriots Support Soldiers

We are proud of our gallant brave men "Over There." We are proud, too, of our patriots here; proud of our bankers who are "fighting" to keep our money safe; proud of our ministers who are "fighting" to save our liberty to worship God as we choose; proud of our business men who are "fighting" to save our industries so that our people will have work and food; proud of our housewives who are "fighting" to save food and clothing so that none may

(Continued on page 9)

National School Service

Published Twice a Month During the School Year by the Committee on Public Information, GEORGE CREEL, *Chairman*

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State Editorial Boards, each consisting of five members appointed by the State Superintendents, represent the classroom teachers of the several States.

NATIONAL SCHOOL SERVICE is intended primarily for *classroom teachers in elementary and high schools.* A supply sufficient to furnish each teacher with one copy will be sent to every school building in the United States. If for any reason a school fails to receive its allotment, the New York office of the Committee on Public Information should be notified.

This second number of NATIONAL SCHOOL SERVICE is devoted especially to the work of the Junior Four Minute Men in promoting the success of the Fourth Liberty Loan. The Division of Junior Four Minute Men of the Committee on Public Information has furnished the material concerning this organization and its work. *Between September 28 and October 19, teachers are requested to make the Fourth Liberty Loan the dominant war activity of the schools.* Numerous suggestions of means whereby the schools may aid in this campaign will be found in the various departments of this issue and of the one following.

We are sure that the call of the Red Cross for the coöperation of teachers in the work of the Home Service Sections will meet with a hearty response. This is a type of service that teachers are exceptionally well qualified to render. It is also a type of service that is intimately related to the welfare of the schools, for the Red Cross wishes particularly to safeguard the education of the children of men in the service. The Home Service Sections should be notified at once of soldiers' or sailors' children who find that they must leave school in order to help in the support of the family. Note also the request that the Sections be informed when the children of men in the service fall behind in their school work or stand in need of medical attention. Especially gratifying to teachers is the suggestion that special opportunities will be provided for the education of soldiers' and sailors' children who reveal unusual promise in their school work.

The war enterprises in which the Government asks the coöperation of teachers and pupils should be associated as closely as possible with the regular work of the schools—work which, let it be remembered, is itself of prime importance to the Nation's security and progress. NATIONAL SCHOOL SERVICE will aim to further in every practicable way this broader educational influence of the war interest and the war work. One of its chief problems, indeed, will be to suggest ways in which the interest in the war and participation in war activities may be made to give new and rich meanings to the school studies. An early number, for example, will include an article on the geography of France and Belgium, emphasizing particularly the physical features which have been important factors in the military movements. This should not only promote a better understanding of the war and a keener appreciation of the difficulties which the Americans and the Allies have had to overcome; it should also contribute something in the way of suggestions toward a more vital and meaningful treatment of other topics in geography. It is hoped that the Italian theater of war, the Murman country, and the important sections of the former Eastern front may be treated in similar articles.

IN FLANDERS' FIELDS

In Flanders' fields, the poppies grow
Between the crosses, row on row,
That mark our places; and in the sky
The larks, still bravely singing, fly,
Scarce heard amid the guns below.

We are the dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders' fields.

Take up our quarrel with the foe!
To you, from failing hands, we throw
The torch. Be yours to lift it high!
If ye break faith with us who die
We shall not sleep, tho' poppies blow
In Flanders' fields.

—*Lieut. Col. John McCrae.*

IN FLANDERS' FIELDS

In Flanders' fields the cannon boom
And fitful flashes light the gloom,
While up above, like eagles, fly
The fierce destroyers of the sky;
With stains the earth wherein you lie
Is redder than the poppy bloom,
In Flanders' fields.

Sleep on, ye brave. The shrieking shell,
The quaking trench, the startled yell,
The fury of the battle hell
Shall wake you not, for all is well.
Sleep peacefully, for all is well.
Your flaming torch aloft we bear,
With burning heart an oath we swear
To keep the faith, to fight it thru,
To crush the foe or sleep with you
In Flanders' fields.

—*C. B. Galbreath.*

TWO IDEALS OF WAR

The German Kaiser to His Troops Embarking for China, July 27, 1900.

When you face the enemy he will be beaten! No quarter will be given! No prisoners will be taken! Whoever falls into your hands, let him be at your mercy! Just as the Huns a thousand years ago, under their king, Attila, gained a reputation in virtue of which they still appear mighty in tradition and story, so may the name German be established by you in China in such manner that for a thousand years no Chinaman will ever again even dare to look askance at a German.—*Berliner Tageblatt,* July 28, 1900.

President Wilson to the National Army, September 3, 1917.

You are undertaking a great duty. The heart of the whole country is with you. The eyes of all the world will be upon you, because you are in some special sense the soldiers of freedom. Let it be your pride, therefore, to show all men, everywhere, not only what good soldiers you are, but also what good men you are, keeping yourselves fit and straight in everything and pure and clean through and through.

Let us set for ourselves a standard so high that it will be a glory to live up to it, and then let us live up to it and add a new laurel to the crown of America. My affectionate confidence goes with you in every battle and every test. God keep and guide you!

AMERICA, THE GREAT ENTERPRISE OF THE HUMAN SPIRIT

(Continued from page 7)

suffer or starve; proud of our teachers who are "fighting" for liberty of thought and the spread of truth and noble ideas; proud of our scholars, our doctors, our lawyers, our nurses, and of all those bringing light and comfort to the world; proud of our farmers who are helping to feed the world; proud of our millions of men and women laboring so faithfully in factory, office, fields, and mines; and we are proud of our elected President. All have some great work to do. Almost all are doing it well, for they are saying with our soldiers: "Liberty shall not die! Our boys and girls must be free!"

The Price of Our Freedom

To be a boy or girl in America today is the most wonderful thing in the world. These millions of lives and billions of money are being spent for you and for your children down to the end of time. Liberty must be yours. You shall be free even though your brothers and neighbors and fathers give up all that they have, their wealth, their hopes and ambitions, their families and their lives. This Republic of man's making shall live and you shall be free. Each morning every boy and girl should breathe deep and lift his head and say, "I thank God that I am American." Then he may well repeat these words:

> America is the youngest of the great nations, and she inherits all that went before in history. And I am the youngest of America's children. Into my hands is given all her priceless heritage. Mine is the whole majestic past, mine the shining future. I am an American!

The American ideal of liberty is the hope of the world. It is for that hope that we are fighting. We are calling upon our boys and girls now, not simply to sell a Liberty Bond, but to spread the truth of what it means to be bonded together for Liberty, what it means to be a true American. We want our boys and girls to put a Liberty Bond into every home, but also to be sure that every home understands what a bond for Liberty means.

We want our boys and girls to go out as crusaders carrying everywhere the true spirit of America. We want them to bind everybody to America with a Liberty Bond. Show people that you understand, that you appreciate, what Liberty means and what it means for men to die that you may remain free. You are Americans! You are free!

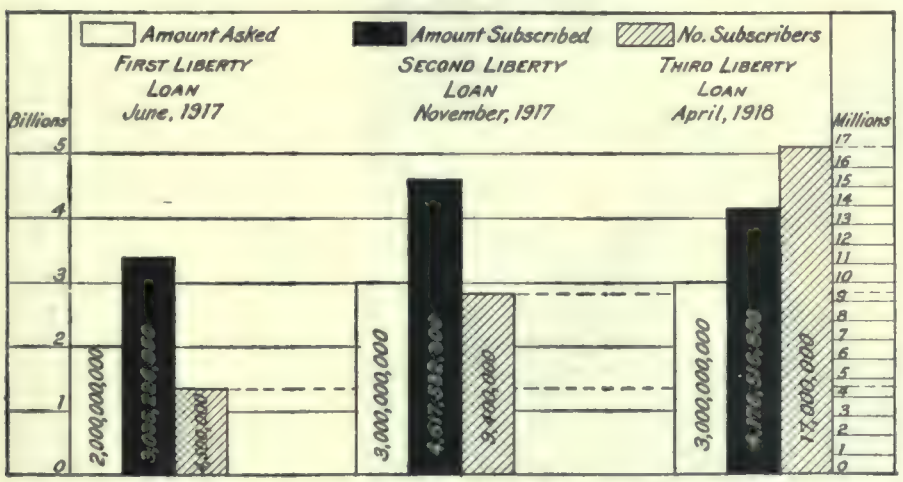
OUR LIBERTY LOANS

There never was a war like this before in all the world. We are determined there shall never be another. That is why the people of all the Allied nations lend their money gladly to hasten the end. There are now between twenty and twenty-five million liberty bond holders in the United States. Our first Liberty Loan was for $2,000,000,000. It was over-subscribed a billion dollars.

Our second Liberty Loan was over-subscribed 54 per cent.

Our third Liberty Loan was for $3,000,000,000, but 17,000,000 people wanted bonds, and so $4,170,019,650 worth of bonds were sold.

The Fourth Liberty Loan campaign will begin Saturday, September 28, and close Saturday, October 19. We will answer as we have answered before to our boys "Over There."



Amounts asked and amounts subscribed are scaled in billions of dollars. The number of subscribers is represented in units of millions

Suppose we were called upon for $6,000,000,000. This seems like a stupendous amount, and yet the resources of our banks at this time equal nearly seven times this amount.

If we lived in Germany we might well fear that the country could never pay back such sums of money. Before the war, Germany was worth $80,000,000,000. She is now in debt $30,000,000,000. America is worth about $250,000,000,000. We earn each year about $50,000,000. Our national debt, including the third Liberty Loan, is only about $12,000,000,000.

Liberty Bonds Safe Investments

United States Liberty Loan bonds are the safest, best investments in the world.

Later, when it is safe for us as a nation to give out the facts, the figures for all expenditures may be examined by any American citizen; for this is a government which belongs to the people and it is accountable to them. Now our duty is to buy Liberty Bonds and to urge all others to buy them. Our Government needs the money to buy bullets and guns, food and clothing, for our brothers and fathers who are over there fighting for our liberty, our homes, our future.

We loan to ourselves when we loan to our country.

FACTS AND FIGURES FOR JUNIOR FOUR MINUTE MEN

During the year June 29, 1917, to June 29, 1918, the War cost us $13,581,702,471.14.

A dreadnaught costs $15,000,000. To fire a large gun once costs $1,000. How many times will our school fire?

Over 1,600,000 men have been taken to Europe with a total loss of fewer than 300 lives, in spite of all the Kaiser's submarines.

The total expenditures of the United States Government from the Declaration of Independence in 1776 to 1914, for all purposes, were only $19,000,000,000.

The Boy Scouts, in the last three Liberty Loans, sold $203,169,000 worth of bonds. They reached 1,322,619 people. President Wilson said: "The service rendered by the boys has been greatly appreciated by the whole nation."

The Julia Richman High School of New York City led in the United States Second Liberty Loan school drive. It also won the United States school contest in the Third Liberty Loan by going over the top for $12,199,000. Who will win this time?

It cost from 45 to 50 cents a day to feed a soldier. It takes about 478,515,000 pounds of beef a year for an army of three million men. "Not since the Army has been in France has a single soldier had to wait a minute for a meal."—*Pershing.*

If we multiply $52 a year, or a dollar a week, by 25 million, the number of Liberty Bond subscribers we now have, we have nearly enough to keep the whole Navy going for a year. For the year 1919, $1,573,468,415.00 was recently apportioned for this purpose.

The construction of cantonments in the United States commenced June 1, 1917. In 90 days, 16 complete camp cities were ready. Each was equipped with lighting, water, sewerage, and heating systems. There were sixteen cities of 1600 buildings each, each city capable of housing 45,000 men. The total cost of these 16 complete cities was about $140,000,000.

In the Civil War the death rate from disease was 50 for each 1000 people. In our Spanish-American War it was 27 for each 1000. In the Franco-Prussian War it was for Germany 25 for each 1000. For us in this war it is eight for each 1000. This is because we help give our boys substantial food, proper recreation, and some comforts in sanitary camps.

SENATORS SEND MESSAGES TO MEN IN SERVICE

Here are some of the many inspiring messages sent to our men in service "Over There" by our United States Senators "Over Here":

Borah of Idaho.—The last few days have been proud days for all Americans. Our soldiers have revealed the American character to the world and have justified the faith we have always had in our kind of Government. That men could be taken from the vocations of a peace-loving nation and in so short a time and with such hurried training meet with such endurance, valor, and success the most thoroughly trained soldiers in the annals of war, is one of the marvels of the world.

As that splendid courage has been displayed upon the enemy's own chosen battlefields and as the news has come back laden with reports of united and individual daring, you could feel the bonds of national unity tightening and the spirit of national pride and purpose of growing stronger day by day. Please say to these soldiers that language is inadequate to express our gratitude and pride.

McCumber of North Dakota.—Assure the soldiers that five millions more are back of them in the field to make victory complete, to win reparation for all the crimes against innocent countries, to make such a hideous war evermore impossible.

Williams of Mississippi.—Tell my Mississippians that they are battling for the most precious thing in the world—civilization. I don't have to tell these Southern soldiers to remember their fathers. They cannot forget them. We are using such wisdom as we have in our poor gray heads putting down concealed enemies here while the troops fight the open enemy there.

Smoot of Utah.—You are not fighting a British, French, or American war, but a war for liberty and justice. Behind you are 30,000,000 fighting Americans ready to die in the same cause.

Owen of Oklahoma.—America is organizing herself down to the individual home in every school district to support you in the field.

Wadsworth of New York.—We are with you through thick and thin.

Gronna of North Dakota.—North Dakota is proud of all her soldiers and their unselfish sacrifice for liberty. Our undivided support and every dollar is at command for their victory. Give my greetings to all, including my son, if you happened to see him. He is a lieutenant.

Lenroot of Wisconsin.—We no longer say that we must win or will win the war, but we say we are winning. There are 4,000,000 more ready to help you drive the enemy to Berlin.

OFFICIAL LIST OF STATE DIRECTORS

Junior Four Minute Men are Urged to Consult State Leaders

The following is the official list of State Directors to whom requests for additional information and for supplies should be addressed:

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Liberty Loan Poster: A Stirring Appeal to the Foreign-born

BONDS SUPPORT SOLDIERS

It costs $65.51 for a soldier's complete summer and winter outfit. This includes three pair of shoes for home service and four for overseas. How many soldiers does your school equip?

Besides food, clothing, and shelter, privates in the United States Army get from $1 to $1.20 a day; privates in the English Army get from 35 cents to 50 cents a day; privates in the French army get from five cents to 85 cents a day; privates in the Italian Army get from two cents to four cents a day; privates in the German Army get from 10 cents to 25 cents a day. How many American Soldiers do you help pay?

Rural Schools

COMMUNITY COUNCILS IN RURAL DISTRICTS

To win the war local country communities must be effectively organized. Realizing this, various governmental agencies and voluntary organizations have developed programs for rural organization. Of these the local community councils of defense, as recommended by the Council of National Defense, seem best adapted, not only to the emergencies of the hour, but also to the permanent needs and development of country life. In the formation of these local rural councils the following procedure adapted from the program of the Council of National Defense is recommended.

How to Organize Local Community Councils

1. *Call a County War Conference.* For thoroughness and force the organization of local rural communities should be undertaken on a county basis. A county war conference of all officials in charge of the county government and organizations should first be called, the chairman of the county council of defense and the county superintendent of schools taking the initiative in this. At this conference two tasks should be accomplished. First, the entire county should be divided and mapped into sub-districts or natural communities. These natural communities will usually, though not always, coincide with school districts. Second, three or four men and women in each unorganized district, including the rural teacher usually, should be appointed to act as a local organization committee. In organized communities, existing organizations should be recognized, charged with war duties, and their officers made to constitute this committee. Prior organizations should always be used, never supplanted. To attempt new organizations in a community already organized, wastes effort and engenders antagonism.

2. *Hold a Local Organization Meeting.* When this preliminary county work has been done, the organization committee in each community, whether organized or unorganized, should arrange to hold an organization meeting or local war conference at the schoolhouse or other community center. Give motive to this initial meeting by holding it in connection with the campaign for the Fourth Liberty Loan, some time between September 28 and October 19. The "Columbus Day and Liberty Loan Rally" offers good suggestions for such a meeting. At this time make sure that the following ends are realized:

That a spirit of true patriotism and service is stimulated among both children and adults.

That the sale of Liberty Bonds is advanced.

That a permanent organization of the neighborhood for war service and community development is effected.

Communities already organized should federate their clubs into a community council, and dedicate themselves and their organizations anew to an effective yearly program of activities for winning the war and for permanent self-development. Unorganized communities should start a local community council of defense as officially recommended by the Government through the Council of National Defense.

Procedure at Organization Meeting

The procedure in organizing this local community council should be simple.

1. *Discussion.* Have a talk by a member of the county council of defense or the county woman's committee, or by the county superintendent, teacher, or local citizen, on the various kinds of war obligations the rural community should assume, making it clear that the community must be organized to discharge these obligations effectively.

2. *Organization and Officers.* After this talk encourage the audience to participate in the discussion and later to vote the organization of a community council of defense, electing three officers, a chairman, vice-chairman, and secretary-treasurer. The rural teacher may well serve as one of these officers, preferably as the secretary-treasurer. The secretary should make reports at intervals to the county council and county woman's division and should be the representative to receive such patriotic literature and directions as may be issued by the Committee on Public Information, the Council of National Defense, and other state and government agencies.

3. *Appointment of Leaders.* Because of its small membership the local community council of defense in rural districts should work as a unit, employing but few committees. A general yearly program of war activities for the community should be outlined at this meeting to give a clear comprehension of the work ahead, and individual leaders for each division of work should be appointed. The chief interests for which such leaders should be named include: food production; food conservation; thrift and bonds; Red Cross work; fuel conservation; child welfare; and patriotism and Americanization. The last topic is especially needed in rural localities that have a large foreign population. At least three of these leaders, those for food conservation, Red Cross work, and child welfare, should be women. Each leader appointed under this plan should keep the council informed of significant developments in his field, and should serve as the general director of community effort in his division, acting as chairman for the preparation of council programs on his topic.

Future Meetings and Yearly Program

Before the first or organization meeting of the community council is adjourned, the next meeting should be announced and partially planned. A general program of war activities and an interesting series of meetings for the year should also be announced. The second meeting should be held about two weeks after the organization meeting, bringing it close to Hallowe'en, and should deal chiefly with the topic: "A program of war work for our community this year." In preparing for this meeting the division leaders on food conservation, Red Cross, and the other topics named, should begin at once to read as widely as possible in their respective fields and should write to Washington and to various state and county headquarters for literature and instructions.

In average localities the community council should meet regularly every two weeks during the slack season, or as regularly as roads and weather will permit, and once a month during the busy season. Winter meetings may be held best at the school house, or other public hall, usually on Friday evenings; and summer meetings, out-of-doors at different farm homes on Saturday afternoons. Each meeting should provide for both thoughtful discussion and some wholesome entertainment, and should, above all, lead to definite coöperative action and achievement.

Permanent Rural Development Through Community Councils

Farmers are so busy and the country community so small and simple in its social structure that one all-inclusive community organization is all that a rural neighborhood can well maintain. A single live organization, like the community council here recommended, or an existing farmers' club, grange, social center, community club, parents' association, or school improvement league, may well be made to serve, therefore, as a general clearing house for all government activities connected with the war.

Even more significant than the temporary war service of such an organization are its possibilities for the permanent upbuilding of country life. It is generally agreed that most rural problems can best be met and solved through the intelligent coöperation of farmers. Every use of war interests which works to this end is realizing a double purpose and proving a real blessing to country people. Rural teachers and leaders need to keep this in mind at all times and to make sure that the great wave of enthusiasm and energy for the war which is now sweeping rural districts is so directed that it works not only toward the victorious culmination of the present struggle, but toward the highest future development of country life.

Organize your school for active work in the Fourth Liberty Loan campaign. Buying Liberty Bonds is loaning money on good security.

COLUMBUS DAY AND LIBERTY LOAN RALLY

Every true American is interested at this time in carrying the Fourth Liberty Loan away over the top. In this effort all rural teachers will wish to help, and must help, if farmers are to be sufficiently informed and aroused to take their share of this large subscription. The question now uppermost in the minds of rural teachers and supervisors is one of ways and means for rendering this service. In this connection the following suggestions from the letter of a country teacher are helpful:

"Our little school is a typical country school of twenty-five children in a district of eighteen families. Last year we tried to render patriotic service through Junior Red Cross work, the purchase of thrift stamps, gardening and canning, lessons on food conservation, and other activities worked out by the children. This year we are going a step further and attempting to mobilize our entire community, both children and adults, for winning the war. This organization of our community we expect to work out through the development of a community council of defense, as outlined and recommended by the Council of National Defense in Washington, D. C. Our first step in this direction is to be a "Columbus Day and Liberty Bond Rally" held at the schoolhouse on Friday evening, October 11."

The program for such a rally must be simple, but two ideas will stand out prominently: first, the duty of farmers to purchase bonds and support the war; and second, the necessity for the thoughtful planning and development of rural communities so that they may make their full contribution toward winning the war. Here is a suggested program:

Program for the Rally

1. The Story of Columbus and the Discovery of America. Talk by a seventh grade pupil based upon the seventh grade history of the past month. Illustrated with pictures and blackboard sketches.

2. Recitation—"Columbus." Poem by Joaquin Miller.

3. Pantomine—"The Discovery of America." By children of the first three grades. See Primary Grades section or current teachers' journals.

4. The Development of America since 1492 and Its Present Crisis. A talk by an upper grade or high school student of the community.

5. School song—"Columbia, the Gem of the Ocean."

6. The World War—What we are Fighting for and Why we Must Win. A talk by the county superintendent or a high school teacher, minister, lawyer, or leading citizen from an adjoining town.

7. How the People of this Community Can Help to Win the War. A talk by a citizen of the local district or county emphasizing the sale of Liberty Bonds.

8. Buying Bonds to Fight the Kaiser. A Junior Four Minute Speech by an older pupil of the school.

9. The Community Council of Defense —How to Organize and What to do after Organization. This talk should be given by a member of the county council of defense or the woman's county committee and should be followed by the organization of a local Community council as recommended in the following article.

10. Recitation—"In Flanders' Fields."

11. Flag Drill and The American's Creed. By all children of the school. For the creed, see NATIONAL SCHOOL SERVICE for September 1.

12. Song—"America." School children and audience.

Primary Grades

NATURAL WAR INTERESTS OF CHILDREN

One of the agencies most prone to promote the war spirit is the sand table. Children are no longer satisfied to build peaceful ditches, pleasant farms, or high mountains, as they used to do. Now trenches appear fortified by whatever accessible material may serve as cannon. Sometimes the sand dashes its waves over the edge of the table itself in a great storm created by small hands to sink an enemy ship. No form of occupation material can claim exemption from war service. Drawings of ponies and friendly cows are supplanted by galloping cavalry horses. Crayoned ships sail the ocean bringing supplies to our soldiers, while bits of folded paper floating through the air become miniature air ships. Clay cannon, bullets, and soldiers are a common sight on the modeling table. Soldier games and marching songs are called for. "Over There" seems to be known to all and is more popular than the most tuneful childish melody.

The primary teacher who is awake to her opportunities will allow this natural war interest of the children to run its course. More than that, she will follow the lead thus given her by the children themselves and will provide the mediums for its full play.

THE DOG ARMY OF FRANCE

There are four classes of dogs enlisted in the dog army of France—rat killers, Red Cross dogs, sentinels, and dispatch dogs. The last two are the most important. The sentinel dogs go into advance posts with their masters and are trained to give the alarm, by a low growl, at the approach of any other person. The dispatch dogs are used for sending orders. They are real soldiers, too. They share all the dangers of life at the front and they share, too, the "wooden cross" or military honors.

Tell the story of "The Smallest Soldier of Them All." The purpose of the story is to present to the children in the familiar, once-upon-a-time way, some interesting facts about life over there.

Have a language lesson about the dog. Show pictures of dogs. If possible, have a dog in the classroom. Show how the pouch would be fastened around his neck. Children may model dogs in clay, draw them, or cut them in paper.

THE SMALLEST SOLDIER OF THEM ALL

Mignon was her name. She was a small, fuzzy-haired little dog with round black eyes and restless tail. She could walk on her hind legs and shake hands and do other cunning tricks. And now she was a soldier of France.

She had left a very pleasant home in the country, where she was the pet of the whole household, to come to this training camp for dogs, behind the fighting line. Her new master was a kind soldier in blue, who spent much of his time patiently teaching her new tricks.

First, she had to get used to the noise of the big guns. Then she must learn to crouch close to the ground or hide in a deep hole when a shell screamed. Most important of all, she had to be taught to go swiftly from one place to another with a message in a little pouch which was tied around her neck.

One morning, before daybreak, as little Mignon was dreaming pleasantly, she heard her master's voice calling:

"Come, Mignon. You and I must fight this day for France."

With a glad little cry, she sprang up and followed him as his regiment marched to the firing line. The battle was terrible, but she never left her master's side.

At last word came that the German guns had destroyed the French telephone wires. Unless the French commander could get a message to his men on the other side of the field, the battle would be lost.

"That is easy," said Mignon's master, as he patted her head. "Here is a brave little messenger."

When the pouch with the message was securely fastened at her neck, Mignon's master whispered in her ear: "Go, little Mignon. I know you will not fail. Have I not taught you myself? Go! You fight for France!"

Off she darted. The soldiers watched her run swiftly for a few yards and then crouch as a shell exploded overhead. Once they thought she had been killed by a German gun, but when the smoke lifted they saw her far in the distance, dodging and running forward. At last she arrived safely with the precious message. The day was won for France.

Later, Mignon's regiment was paraded before the great general to be honored for bravery. And Mignon was there. She, too, received a "Cross of War." "For," said the soldiers, "if it had not been for Mignon we could not have won."

Mary, Mary, quite contrary,
How does your Thrift Card grow?
Very well, I'm glad to tell
I've sixteen in a row.

MY SOLDIER IN BLUE

I saw a soldier yesterday,
His uniform was blue.
He didn't dress at all, you see,
The way our soldiers do.

Upon his head he wore a cap,
Of black, and red, and gold.
I liked his black and shiny boots,
They made him look so bold.

I gave the soldier a salute,
The way I always do;
For Mother said that he was French
And should be honored, too.

MILK—VITAL TO THE NATION'S HEALTH

We can save wheat and meat, sugar and fats, and be none the worse for it, but we must use milk. The children of today must have it for the sake of a vigorous, hardy manhood tomorrow. A quart daily for every child, and a pint for every adult is not too high an ideal, according to the Food Guide prepared by the United States Food Administration.

As the price of milk has increased, its consumption has decreased. What can the primary teacher do to encourage the use of milk by young children? She can—

1. Hold a mother's meeting and present facts about the value of milk as food.
2. Enlist children themselves in an army of milk drinkers.

A SONG OF THRIFT STAMPS

Sing a song of Thrift stamps,
Sixteen in a row,
Take them to an agent
With nineteen cents or so;
Change them for a War stamp,
And for your energy
You'll get a crisp five-dollar bill
In nineteen twenty-three.

—*T. F. Donovan.*

LIBERTY LOAN PRIMER LESSON

Have pictures of ships, sailors, and soldiers. Let the children talk about what ships are used for now. Tell something of the dangers of travel during the war. Then place these sentences on the blackboard for a reading lesson:

This is a ship.
Who owns the ship?
Uncle Sam owns the ship.
What is the ship for?
It is to carry food to the soldiers.
Ships cost a great deal of money.
Where will Uncle Sam get the money to build ships?
We must lend him the money.
We must buy Liberty Bonds!

Show the picture of a United States soldier. These sentences may then be placed on the blackboard for a reading lesson:

This is an American soldier.
What is the soldier doing?
He is fighting for America.
Where does he get food, and guns, and bullets?
He gets them from the people of the United States.
They buy Liberty Bonds.

FIVE-YEAR-OLDS AND THE FOURTH LIBERTY LOAN

The primary school is an important factor in advertising the loan. Even young children can be taught some of the uses to which the money loaned the Government will be put—such as the purchase of ships, food, guns, and clothing.

Short, enthusiastic conversational lessons about the loan, will send the children home asking such questions as—

Daddy, have you bought a bond?
Are you going to buy one?
Will you buy one for me?
Will you buy one for sister?
Daddy, don't you think we ought to help the Government win the war?

Be sure to give a Fourth Liberty Loan poster a prominent place in the classroom.

THE SOLDIER THE CHILD'S IDEAL

The soldier is the child's ideal today. To salute the soldier is an honor. To imitate him is natural. Many valuable lessons can be taught in these habit-forming grades by using the soldier as an example.

1. Teach children to respect the man in uniform and to salute him.
2. If possible, have children recognize the uniforms of the Allied soldiers—English, French, Belgian, and Italian.
3. Stimulate interest in their own health exercises through reference to soldiers' setting up exercises.
4. Secure better standing, sitting, and walking postures, using soldiers as examples.
5. Call attention to the snap and vigor of the soldier's movements as he stands, walks, or salutes.

Intermediate Grades

LETTER WRITING IN WAR TIME

It has been said that the war is reviving the lost art of letter writing. Letters from the boys at the front are appearing in newspapers everywhere, and the mail from home is one of the great factors in the morale of the trenches. Now, therefore, is an appropriate time to stress letter writing in the composition work of every grade. From the beginning of the year, children should be led to recognize that one of their own real problems is to learn to write a really interesting letter that may help to carry a bit of home to father or brother in cantonment or somewhere in France. Published letters may well be read in class, and considered as to their interest and what it is that makes them interesting. The children should be helped to recognize incidents that will make good material for such letters. They should be given exercise in putting such incidents into interesting form.

There is a certain shyness or reserve which frequently prevents children from giving to the letter that the teacher is to read and criticise the personal touch that makes the home letter worth most. Because of this, it is often desirable that the practice work be done on imaginary letters, written to learn how, rather than on the real letters that are to be sent. Either everyday or unusual incidents may be used as the basis of these practice letters.

Excellent material for imaginary letters of the unusual incident type is afforded in the "Personal Narrative of a Submarine Sinking" on the first pages of this issue.

Suggestions for Letter Writing Based on a Submarine Sinking

1. Preparation.

I have found a letter written by a man whose ship was sunk by a submarine, which you will like to hear. As I read it to you, notice how many different interesting things it tells about.

2. Discussion.

What different points of interest did you notice? They may be something like these: When the attack was made; torpedoed in spite of convoy; how the people on board felt and acted at first; how the officers behaved getting off the sinking ship; how the destroyers came to the rescue; safe in Ireland.

Are there any parts of the letter that were so well told that you seemed to see them like pictures? Let me read you again one or two that I think make good pictures. (Read the first paragraph, describing the time of attack; the sentence beginning "We traveled in columns of three"; the two sentences, "The ship had been wounded mortally—," and "The deck was sliding back —"; and others that suggest themselves.)

Was there any part of the story that was funny? (Incident of putting on life preservers.)

Imagine you were on this ship and write a letter, not so long as this letter, telling just one or two things that you think are most interesting. We shall read our letters to the class after we write them and choose the one we should most enjoy receiving.

3. Writing and Reading Letters.

Lead the discussion to show why some letters are more interesting than others.

Silent Reading and Oral Language

The story of the Submarine Sinking may also be used for an exercise in silent reading and oral language, as follows:

1. Preparatory class discussion.

If you had a friend whose ship had been sunk by a submarine, what would you like him to tell you about it? What questions would you ask when you saw him? Put the most helpful or suggestive of the questions on the board.

2. Assignment.

I have a story here by a man who was on a ship that was sunk by a submarine.

Would you like to read it? Would you like to have some of the class read it and tell us about it tomorrow?

3. Preparation by selected children, or by the whole class if it is small, as in a country school. Silent reading.

4. Report to the class, with further discussion. The teacher may well supply interesting facts if anything noteworthy is omitted. See that the words *U-boat, convoy, destroyer, torpedo, periscope, life-preserver, life-boat, davits,* are understood by the class. Use pictures if they are obtainable. Ask the pupils to be on the lookout for other interesting letters from soldiers.

MAP EXERCISE FOR EARLY INTERMEDIATE GRADES

Use a map of the world.

Where are our boys fighting? Find France. Find America. Over what ocean do they go to reach France?

From what other countries have soldiers gone to fight in France? Find England, Italy, Portugal, Russia, India, Canada, Australia, South Africa, Belgium. Trace the journey each must take before he arrives in France.

From what countries have the armies come against whom the Allies are fighting? Find Germany, Austro-Hungary, Turkey, Bulgaria.

OUTLINES FOR FOUR MINUTE SPEECHES

1. War costs men. One million five hundred thousand of our soldiers are in France.
   War costs money. We spent thirteen and a half billion dollars last year.
   We can lend money if we cannot give our lives.
   Every home a bond buyer.

2. What our country has done for us.
   What our country needs now.
   What can we do?
   What will we do?
   Buy a bond and help the Government to sell bonds.

3. America means liberty to all people.
   Germany would put the world in bondage.
   Lift high the torch of liberty.
   Buy Liberty Bonds or become German bondsmen.

4. What a Liberty Bond is.
   What a Liberty Bond pays.
   What a Liberty Bond does.
   Where you can buy a Liberty Bond.

5. America's Leadership in Democracy.
   We are at war to save Democracy.
   How you can help.

6. This is our war.
   We must all help pay for it.
   We can help by saving foods.
   We can help by lending money.
   The money we lend pays for our war.
   Would you lend money to yourself?
   Now is your chance.

See "Four Minute Men School Bulletin," Nos. 1 and 2, published by the Committee on Public Information.

HOW GIRLS HAVE EARNED MONEY TO BUY THRIFT STAMPS

Helping mother with the cooking.

Making desserts, charging members of the family five cents apiece.

Preparing berries and vegetables for drying.

Helping with canning.

Churning for mother and for the neighbors.

Washing the dishes.

Setting the table.

Washing the windows.

Cleaning porches.

Waxing floors.

Beating rugs.

Polishing silver.

Sweeping sidewalks.

Sweeping dead leaves off lawns.

Bringing in coal and wood.

Filling lamps for people who have no gas or electricity.

Splitting kindling.

Running errands.

Addressing envelopes.

Taking subscriptions for magazines.

Building fires for neighbors in winter.

Sifting ashes.

Taking care of the neighbor's baby.

CAN YOU ANSWER THESE QUESTIONS?

What is a barrage?

What does a torpedo look like?

How many men are in a brigade? A battalion? A company?

Who are our present cabinet members?

Why are submarines called U-boats?

What is chauvinism?

How may I save coal?

What does "Freedom of the Seas" mean to America, to England, to Germany?

What was our crop yield during the past year?

What is a Junker?

What revenue does the average citizen pay toward war expenses?

Who are the Anzacs? Why were they given this name?

These and hundreds of other facts needed for understanding what one reads in magazines and newspapers today are found in the "War Cyclopedia," a handbook of over 300 pages, issued by the Committee on Public Information, price 15 cents. Keep the War Cyclopedia on your reference shelf, use it yourself, and teach the children to use it.

ARITHMETIC FOR FOURTH AND FIFTH GRADES

"Facts and Figures for Junior Four Minute Men," printed in another column, may be used as a basis for some interesting problems—for example:

How many soldier boys has our town sent to the army? How much did the summer and winter outfit for our boys cost? Who paid for it? If all our boys were privates, how much would their pay for one day amount to? For a year? How much does it cost to feed our home boys for one day? For a year?

We have about 1,600,000 men in France today. What was the cost of their clothing alone? What is their pay for a month? What does it cost to feed them for one day?

We are sending over about 250,000 men each month. At this rate, how much more will it cost for the army's food and pay next month than this?

Upper Grades and High School

TEACHING THE WAR IN THE HIGH SCHOOLS

In high schools the first lessons on the war should be devoted to the explanation or description of some of the important ideas involved in the war, or the reasons why it occurred.

It is desirable at first to make sure that the pupils know the meaning of the terms Democracy and Autocracy.

Compare governments organized according to each of these ideals. The essential point is to bring out clearly that in a democracy, whether the executive be called president or king, the final source of authority lies with the whole people. In an autocracy the source of power is in the ruler, or more often, in a small privileged class.

Similarly, explain and compare the ideas of nationalism and imperialism. Point out how the development of a race consciousness has led to the desire for separate national existence on the part of the peoples of eastern and southeastern Europe, now under the rule of other races. Through discussion, bring out the dangers of an imperialistic policy as well as its advantages. Use examples from antiquity, such as Assyria, Persia, and Rome, as well as examples of modern imperialistic states.

Compare the imperialistic ideal of England with that of Germany as the latter is shown by the scheme of Pan-Germania, calling special attention to the writings of German public men.

The Second Lesson

In order to get early into the actual story of the war, and so hold the interest of the pupils, the second lesson should deal with the actual outbreak of hostilities.

Point out how the plans of Germany and Austria were seriously interfered with by the desire for national unity on the part of the Jugo-Slavs of Serbia, Bosnia, and Montenegro. This feeling threatened the creation of a strong Slav nation to the south of Austria. Call attention to the threatening attitude of

Austria and to the revolutionary plottings of Serbian sympathizers as increasing the bad feeling and distrust between the countries.

Show that the murder of the Austrian archduke, while a detestable crime, need not have brought on war. Trace the efforts to maintain peace, particularly those of Sir Edward Grey, Great Britain's foreign minister. Emphasize the fact that, although Austria waited until the last minute before moderating her demands, she finally did express a willingness to come to an agreement.

Germany, while professing a desire for peace, deliberately caused the failure of all attempts at agreement.

Later Lessons

Until the historic background of the war is completed, it is suggested that every other lesson should follow the history of the war itself. Thus Lesson III would be a discussion of Militarism, Commercialism, International Law and the Hague Conferences, and Internationalism, while Lesson IV would take up the story of the actual struggle at the end of Lesson II. The new work of Lesson IV would cover the invasion of Belgium and France, with a discussion of what finally brought about the entrance of England.

Material for use in these lessons may be found in the following publications of the Committee on Public Information: Conquest and Kultur; The War Message and the Facts Behind It; German Militarism and Its German Critics; The Study of the Great War.

CURRENT STUDY OF THE WAR

The submarine story on the first page supplies interesting material for the use of the teachers of English. Themes, based on the story, may be written from the point of view of the captain of the U-boat. The experiences of a sailor on one of the destroyers accompanying the convoy and how the boys on the other troop ships felt, will form interesting theme subjects.

In the scientific departments physical problems connected with the operation of a submarine, such as the problems connected with diving, and with the difficulties of navigating at a fixed depth below the surface, may be discussed.

The chemical problems arising from the confinement of the crew in a comparatively small, sealed air space, as well as those involving the production of dangerous gases through contact of sea water with the acid of the batteries, will also furnish subjects for brief talks to classes mature enough to profit by them.

The Advance of the Past Two Weeks

A large part of the current events period may well be devoted to a discussion of the advance of the past two weeks. Especial attention should be called to two facts connected with the advance. The first is the use of small "tanks," called "whippets," which can travel over rough ground at from twelve to fifteen miles an hour. These derive their name from a small variety of greyhound.

In the second place, it should be pointed out that the Americans and the Allies have in places reached the last high ridge of ground in the north, overlooking the plains of Flanders, and that there is good prospect that the Germans will soon be pushed back from this ridge along its whole length.

A comparison may be drawn between the former voluntary withdrawal of the Boche troops to the strongly fortified Hindenburg line and their present retreat under the pressure of the Allied attacks.

General Foch's policy of rapidly following an attack on one part of the line by a similar strong attack at another, giving the Germans time neither for rest nor for reinforcing the attacked points by the withdrawal of troops for other sectors, has had much to do with the demoralization of the Germans.

JUNIOR FOUR MINUTE MEN CONTEST

Upper grades and high schools ought to be particularly interested in the work of the Junior Four Minute Men. The contests held on the occasions of the War Savings stamp drive and the Third Liberty Loan were so successful that it has been arranged to hold a similar contest in the campaign for the Fourth Liberty Loan. A pamphlet containing suggestions, arguments, sample speeches, and outlines for other speeches has been sent to each school. If you did not receive a copy get in touch at once with the chairman of your local committee of the Council of National Defense, who will see that you are supplied with the material and help that you need.

WHAT YOUR MONEY WILL DO

One $50 bond will:

Buy 14 rifle grenades.
Buy 23 hand grenades.
Provide trench knives for a rifle company.
Buy 160 first-aid packages to dress wounds.
Buy 10 cases of surgical instruments for officers' belts.
Buy 37 cases of surgical instruments for enlisted men's belts.

One $100 bond will:

Provide 5 rifles.
Clothe a soldier.
Provide 30 rifle grenades.
Provide 45 hand grenades.
Buy 2,000 surgical needles.
Feed a soldier for eight months.

One $500 bond will supply bicycles for the headquarters company of an Infantry regiment.

One $1,000 bond will buy an X-ray apparatus or pistols for the men in a rifle company.

ORGANIZING TO SELL LIBERTY BONDS

The chief means by which teachers can arouse interest and enthusiasm in the sale of Liberty Bonds by their classes is through group competition.

There are a great many devices that may be used to this end. One plan that proved very successful as a stimulus to competition is the following:

High on the wall at the front of the assembly room is a large picture of a German airplane coming toward the observer. Stationed around the base are as many cannon as there are groups, each one shooting at the airplane. Pictures of shells of the proper size are seen making their way toward the airplane. Each shell represents a group of pupil bond sellers. As the group advances toward its quota, the shell is gradually advanced from the gun toward the airplane. The pictures should be of a size proportionate to the room. In a large assembly room the airplane might be fifteen or twenty feet across the wings.

Another plan is to have a large screen, showing the coast line of France on the right and the coast line of the United States on the left. In this case, the width of the Atlantic Ocean represents the quota to be raised, and each group is represented by the picture of a steamship which is trying to get across ahead of the steamships of the other groups.

Smaller schools may divide their students into two groups, one for each of the school colors. The Liberty Bond competition can then be organized as a color contest, just as athletic contests are often arranged.

LIBERTY BOND RALLIES

The high school or the large elementary school forms a logical center for the national interests of the community. It is the best place in which to hold rallies for the stimulation of the sale of Liberty Bonds. In every school one or two such meetings should be held in the course of the next campaign which begins September 28. On your program you should have some music furnished by the pupils, and arrange for speakers—not more than two. If you can get the services of a returned American or Allied soldier who can make a good speech, so much the better. One or two patriotic exercises by the boys and girls may be introduced. This will tend to bring out the parents. Too many children's exercises, however, will lengthen the meeting and tire those who come. This will not help the sale of bonds. A number of the pupils should be stationed at strategic points around the hall, with pencils and subscription blanks, ready to take subscriptions at the close of the meeting. The fact that subscriptions will be so taken should be announced just before the close of the exercises and the worthy ambition of the school to go "over the top" with a record sale should be emphasized. A rousing meeting, not too long, with a few speeches and plenty of stirring patriotic music, will bring a big subscription to the bonds, and greatly increase the morale of the community.

EDUCATIONAL INSTITUTIONS TRAIN SOLDIERS

When the Army needed blacksmiths, carpenters, gunsmiths, electricians, and other special workers, the Government asked the schools to train them. Under special contract, American colleges, universities, and technical schools are providing technical training for one hundred sixty thousand enlisted men from April 10, 1918, to January 1, 1919. One hundred forty-seven institutions, representing every state, are training men for the War Department at the rate of 27,000 a month, under the supervision of the committee on education and special training. The number of men trained at each institution varies from a minimum of 300 to a maximum of 15,000, the number to be trained at the University of Texas.

The program of instruction and training provides the necessary technical preparation for such workers as automobile mechanics, blacksmiths, carpenters, bench woodworkers, sheet metal workers, gunsmiths, machinists, general mechanics, concrete workers, railroad engineers and firemen, electricians, wireless constructors, and wireless operators.

COLLEGE MEN IN SERVICE

During the past year the colleges and universities of the country have contributed liberally in men and service to the support of the war. From 198 colleges and universities, according to reports made by these institutions, 44,456 students enlisted in the Army and Navy. More than 100,000 graduates and 3000 members of the faculties of these institutions entered the service. Seventy-nine colleges and universities report 297 members of their faculties on war service duty in Washington, varying in number from one from each of 33 institutions to 11 from the University of Texas, 19 from the University of Minnesota, and 22 from the University of Wisconsin. Many students, graduates, and faculty members have enlisted from institutions that have not reported.

WOMEN WORKERS IN GREAT BRITAIN

In April, 1917, the number of women directly replacing men in Great Britain was estimated at 1,256,000. More than three-fourths of them were in industrial and commercial occupations and in Government employ. In January, 1918, according to the British Labor Gazette of June, 1918, this number had increased to 1,442,000. The degree to which women replace men varies widely in different industries. In Government establishments, not including controlled establishments engaged in munitions work, they formed 36 per cent. of the total employes; in banking and finance, 24.6 per cent.; in commercial occupations, 16.9 per cent.; in engineering firms, 7.14 per cent.; and in all metal trades, 6 per cent. Many other women are engaged in work in which they replace partially, or indirectly, the men who have been withdrawn.

SEVEN REASONS FOR SAVING

Save for your country's sake, because it is now spending millions a day and must find most of the money out of savings.

Save for your own sake, because work and wages are plentiful, and, as prices are high now, a dollar will buy more after the war.

Save, because when you spend you make other people work for you, and the work of everyone is needed now to win the war.

Save, because by saving you make things cheaper for everyone, especially for those who are poorer than you.

Save, because by going without you relieve the strain on ships, docks, and railways, and make transportation cheaper and quicker.

Save, because by saving you set an example that makes it easier for the next man to save. A saving nation is an earning nation.

Save, because every time you save you help twice, first when you don't spend and again when you lend to the nation.—*The Commonwealth.*

SPEEDING SHIP PRODUCTION

The United States Shipping Board completed one year of work August 1, 1918, with a unique record of accomplishment. The year's work of the board is summarized by *Pacific Shipping Illustrated* under the head, "One Year of Hurley," as follows:

The completion of 182 steel and wooden ships, totaling 1,420,000 dead weight tons.

The laying of 790 keels.

The construction of 819 ship ways.

The increase of the ship building army from 45,000 to 250,000 men.

The lowering of ocean freight rates 25 per cent.

The addition of 118 German and Austrian owned vessels to the Allied service.

The requisitioning of 86 vessels from Holland.

The chartering of 215 neutral ships for Allied Trans-Atlantic Service.

LOAN DRIVES SELL THRIFT STAMPS

During the three Liberty Loan drives last winter, the sale of Thrift stamps increased. Children are quick to catch the enthusiasm of the hour. They want to help. As they cannot buy bonds, they do the next best thing. They buy Thrift stamps or War Savings stamps. Are your children buying stamps?

THE WAR SAVINGS CAMPAIGN IN THE SCHOOLS

Dr. George D. Strayer, Director of the School Campaign for the National War Savings Committee, reports that the essay contests which have been conducted in many school systems have resulted in the writing of the best compositions that he had ever had opportunity to read. The children were asked to write on how they saved things which were formerly wasted in order to buy War Savings stamps, or on how they earned money to buy stamps.

Here is an essay written by Charles Martis, seventh grade pupil of Omaha, Nebraska.

Thrift Stamps

"'Think twice before spending your money,' is a good slogan in these days when America is fighting to keep for us all that we hold most dear. Many times when I go past a store window and see the good things, I think again that 'Uncle Sam' needs our money more than we do.

"My grandfather, who was having his house torn down, said he needed some help, so I volunteered. Every morning of vacation days I was up bright and early and out there at eight o'clock working until five in the evening.

"I never was so glad to see snow as I was this winter. Always before, snow meant only extra good times for me. But now every time Old Mother Goose picks her ducks and chickens up in the sky and shakes down their feathers I say to myself, 'Aha! another Thrift stamp for Uncle Sam,' grab my shovel and start out to the neighbors to shovel snow off their walks and nickels into my pockets, to be afterwards turned into ammunition for the Kaiser, our friend, and handed to him with my compliments, for I sure don't like that boy."

SAVE GARDEN SEED

Every boy and girl who has had a garden this season should, whenever possible, save seed for next year's planting. In many cases it is possible to gather beans, and peas that have become too old for eating, thus assuring a supply of good seed for next year's planting. As a rule, with limited garden areas it will not pay to grow beans, peas, sweet corn and other vegetables for the production of seed, but when a surplus is allowed to become too old for eating it does pay to save this surplus for seed. Sufficient tomato, squash, melon, cucumber, and corn seed may be saved from the product of almost any garden provided a little attention is given the matter.

Seed should be saved only from strong, healthy plants. In the case of beans, peas and sweet corn the seed should be allowed to ripen on the plant. In the case of such plants as tomatoes, cucumbers, etc., the fruits from which the seed is to be saved should be well ripened. Remove the seed and spread it out to dry. All seed must be thoroughly dry before being stored. Garden seeds must be kept in a vermin proof, well ventilated receptacle. A tin bread box is ideal as it supplies the proper amount of ventilation and mice cannot destroy the contents. Care should be taken to label every package of seed to avoid confusion at planting time.

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AMERICAN AVIATORS BOMB HUN AIRDROMES

Letter of Young American Aviator Gives Graphic Picture of Expedition into German Territory

The following letter of a young American aviator, which is reproduced from *The New York Times*, gives one of the best accounts to be found of the life and work of the aviator. The airplane, the exploits of which are here described, was one of a squadron of eleven large Handley-Page bombing planes, each carrying 1600 pounds of high explosives, three machine guns, and three men, the plane described being in the lead of the squadron. All the machines returned safely from this particular expedition.

"Well, I'm back safe and sound from a trip that I thought would be my last, and somehow I feel dazed still, as though I were not really alive. It was queer, the whole affair, and I must say the Huns deserved to get us, for they threw up so much 'hate' that out of the law of averages we should have been brought down. But here I am, untouched. Here's the story.

The Raid

"About two o'clock in the afternoon a signal came through from General Headquarters that we must stretch every nerve to help the army, and calling on us for a long stunt down behind the lines. At two o'clock the day looked dull and we were heartbroken, but by four some of the ground fog had lifted and that gone feeling started in on my stomach. At six we met in the mapping office and the objective was given us. We were told what weather to expect and whether defensive balloons were up.

"Then we tried to eat some dinner. By this time I was getting to be an old hand, having been at it three weeks and raiding some six times—and yet I know I never digested that meal. So I went back to my cabin, loaded my cigarette case, put the malted milk tablets in my pocket, took my check book, stuffed a letter in my inside pocket as a safeguard, put oil on my face, got into the fur boots and union suit, and went back to the wardroom mess to play the phonograph until the 'carry-on' signal was sounded.

Crossing the German Lines

"Then my pilot came in, a Canadian whom I got to know rather intimately and respected unlimitedly—in short, we liked each other, and I'd go anywhere with him. He said we were first off and were to test the air down the lines. So we went out to the *Evening Star*, our bus (airplane), and I tried the guns, checked the bombs, made sure everything was shipshape, and sneaked a couple of little bombs into the cap bag beside me. The big motors were

A Handley-Page Airplane Starting On Its Flight

grumbling away, waiting for the starting flash. Soon it came, and the exhausts grew red and dust swirled up. We swung across the drome and plunged through the ground mist toward the lines.

"For twenty minutes we climbed until the earth was just a dark blot, and we felt mighty lonely and little. Then Roy (the pilot) put her around and we headed back over the field to the signal "O. K." and let the others off. As soon as the answering flash was given we turned back again toward the lines, and the motors sang a higher tune as we opened them full out; another twenty-five minutes and we were over the lines, with the searchlights groping about below. The big guns crashed away, and we watched their ex-

(Continued on page 2)

TOPOGRAPHY AND STRATEGY ON THE WESTERN FRONT

Major Douglas W. Johnson Discusses Geography in its Relation to Movements of Armies

I need not tell you that all military campaigns are of necessity controlled, to some extent at least, by the character of the country over which the opposing armies must move. And since the surface forms of the earth are themselves in turn controlled by geological structure, you will readily appreciate that geological events in the remote past may be responsible for important military movements at the present time.

The Paris Basin

I am going to ask you then, if you will, to step back in time with me a few million years and look at the topography of Western Europe including Northern France and Belgium, as it would have appeared to you could you have seen it at that remote period. You would have seen a region of mountains, topographically very much more rugged than that which we find at the present time. And if it had been your privilege to watch continually through long ages, through hundreds of thousands of years, the changes which go on so slowly upon the surface of our earth, you would have seen that the rivers were gradually widening their valleys, and that the mountain ranges were being softened into hills and the hills reduced to gentle rolling plains, until the contour of the country was worn down to a flat surface practically at the level of the sea. And then, had you watched longer, you would have seen that flat surface gradually subside beneath the waters; and you would realize that there were being laid down on that surface horizontal deposits of mud, sand, and limestone, completely burying the old mountainous structure. Then you would have seen the

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AMERICAN AVIATORS BOMB HUN AIRDROMES

(Continued from page 1)

plosions and kept on over them toward our objective. No sooner had we crossed the lines than the Huns started to *strafe* (punish) us; 'archie' bursts (shell explosions) were seen to the right and left, but they had guessed wrong. Roy held her straight ahead.

Searchlights and "Strafing"

"Over —— a searchlight flashed on, twinkled furiously and caught us; we were low by now, at 6000 feet, and we paid no heed except to fire a 'pan' (machine gun rounds) or so at the light until the men got the wind up. Far below us we could see the lights in a billet or a train stoking and the glare on the smoke, but otherwise the country looked dead. To the rear of us the lines flashed and dimmed as the poor beggars had it out, and far ahead we knew our objective lay, where we would leave our dirt (bombs) and settle a few reckonings.

"The lights followed us from village to village.

Dropping the Bombs

"Presently the motors were throttled; we were gliding in for our marks. It was curiously quiet: I had the three guns ready and then, Good God! The earth seemed to open; seventeen searchlights sprang out with a slap. We felt like little kids caught stealing jam! Then I got the guns going; the tracers (bullets that leave a trail of light, like Roman-candle balls) darted down the beams toward the gun crews and two lights went out—probably due to getting the 'wind up.' The tip of the gun got red and the glow crept up to the barrel. Seven pans went off like lightning and the thing jammed. The other gun started, and I threw on pan after pan until the mark was left behind. We were still in the beams now, plunging and side-slipping vainly. I looked inside the racks and saw one 250-pound bomb hung up, (caught fast in the rack) so I signaled Roy and crawled into the racks to let it go when Jones flashed the lights.

Taking a Second Run

"Meanwhile the 'archies' were getting closer, if possible, and we were hit time and again. Why we weren't literally blown out of the air, I don't know; it almost worries me. I felt Roy make a steep bank and stood by to let the 'egg' (bomb) go when the time came. I looked through the traps, and so help me, Roy was taking a second run, passing the second time over the objective in order to drop the bomb that had caught in the rack and failed to drop with the others. It was such a gallant, foolhardy thing to do, I almost cursed him. Then the —— works showed up ahead, the light flashed, and I shoved out and manned the guns.

A Squadron of Airplanes in Battle Formation

and swept about, the A.A. (anti-aircraft guns) made a wall and floor (barrage fire) ahead of us, the deadly high explosive crumpled about us, and the green balls swayed and spiraled as they sought to set us on fire. Roy kept straight on, never a waver nor a turn; Jones was down on his knees at the trapdoor with his sights on the mark. There was a sudden crash and I thought we were hit, but we kept on straight into the wall of bursting shells the bomb clear. She hit about thirty yards to one side, and then I clambered ahead and below us. Suddenly one light got us and the whole seventeen hit us

"I saw a tear in the fuselage side, and holes in the wings, and Roy's face grinning at me in front, and I could have cried, I felt so lucky to have been through it and come out safely. So I passed him a note telling him about the two Coopers (little bombs) I had in the cap bag, and he waved his arms and headed for —— airdrome, the big Gotha field (a Gotha is a big German airplane). I was immensely cheered up at this and began to sing 'Have you seen the ducks go by for their morning walk, quack, quack, much to Roy's enjoyment. The fire of the guns followed us, but we didn't care. We had done the job.

Bombing a Gotha 'Drome

"Soon the landing lights of the Hun drome flashed on, thinking us one of their own; so we swooped down, and I pulled the fusing wires of the coopers and dropped them. We made a bit of a circle, put the motors on, saw them burst short of

An Anti-Aircraft Gun in France

the field in the middle of a courtyard of some kind. Maybe a farmhouse. Maybe not. At any rate, they burst, and the Huns were furious. The lights went out and machine guns started up, so we answered and went home. We crossed the lines at about 3,000 feet and picked up some landmarks, then headed for the 'drome, fired our signals, and got the answer.

"A few minutes later we had landed and were drinking hot chocolate and grinning at one another. Roy and I did the hop-scotch dance for them, and then turned in, at about 4 a. m. And happy, O ye gods!"

THE WINGS OF WAR

Hail to the squadrons of the sky,
  The giant battleplanes,
And speedy scouts that sail the void
  Where primal silence reigns!
And hail the pilots, iron nerved,
  And quick to do and dare;
Who wins this war for liberty
  Must win it in the air.

Some day a flier from afar
  Will pass the city gate,
Upon its wings the sable cross,
  Of unrelenting hate,
And bombs will fall, and flames arise,
  And precious blood will run—
Leave not the azure fields above
  Unguarded to the Hun!

An aerial fleet must guard our coasts,
  An aerial navy go
Three thousand miles across the sea
  To battle with the foe.
The wind is humming overhead,
  And this is what it sings:
"Go shape the wood, and cast the steel,
  And give Columbia wings."

—*Minna Irving.*

Think of our boys over there fighting for us. Your money must back them.

TOPOGRAPHY AND STRATEGY ON THE WESTERN FRONT

(Continued from page 1)

region uplifted to form a land area again; not uplifted evenly, however, but with a marked elevation around the marginal portions, leaving the central area very much depressed, so that we would have a gigantic saucer or basin. Because Paris is about at the center of that basin, it is known to geographers today as the "Paris basin."

It will be easier to follow the line of argument if I separate the topography shown in the accompanying diagram into four types, and if we acquaint ourselves first with the essential elements. Then we may touch very briefly upon the relations of that topography to military movements.

Vosges Mountains and Rhine Valley

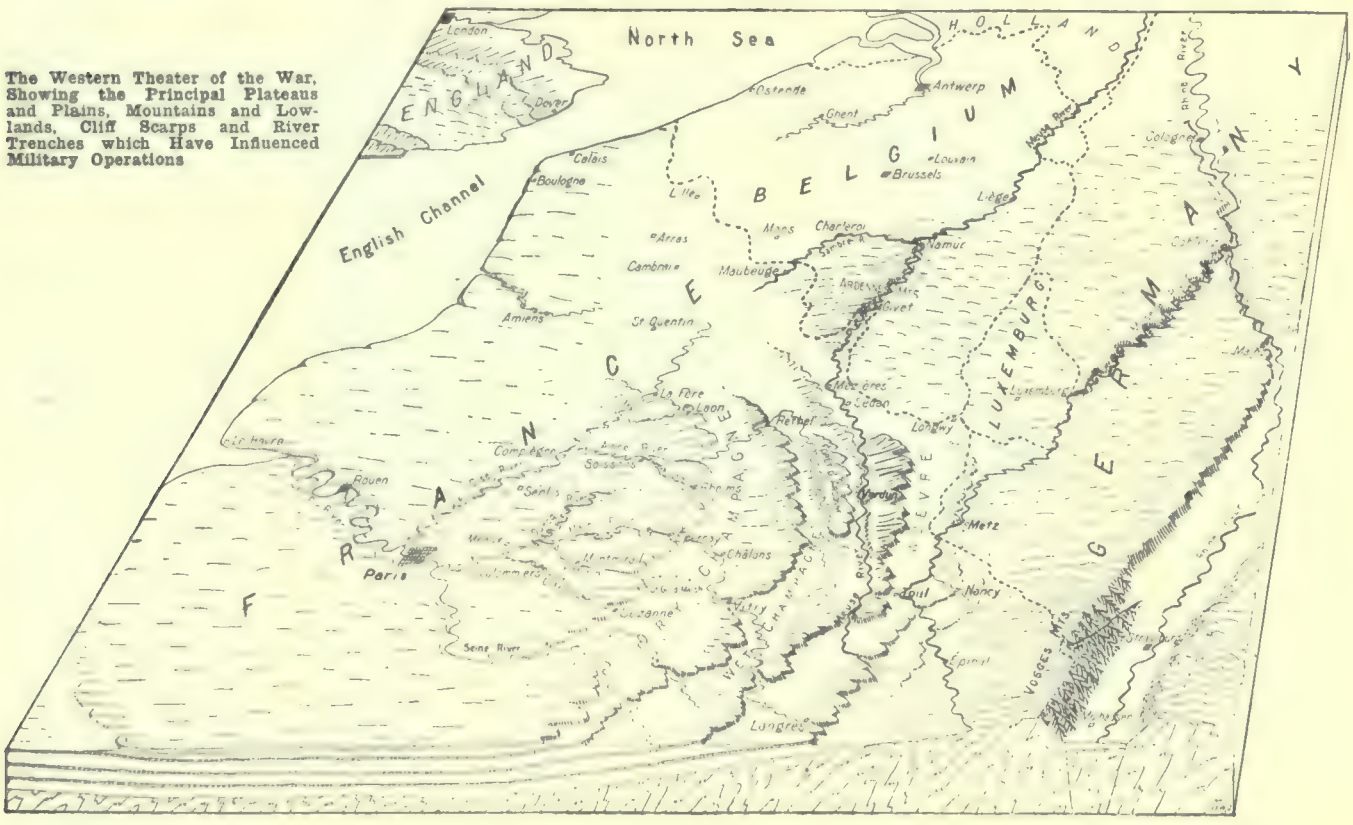
(1) I am going to ask you first, then, to concentrate your attention upon the southeastern corner of the region. You will note that, as a result of the uplift, we have the older rocks exposed in the higher elevations known as the Vosges mountains. When that area was raised to form the eastern margin of the basin, it was raised in the form of a great arch with a crest running roughly north and south. Along that crest there developed two parallel fractures or breaks in the earth's crust, and the included block dropped down several thousand feet, causing the broad valley of the Rhine. We see then that the Rhine valley is not one of those valleys carved by stream action, but is produced by the sinking of a long, narrow slice of the earth's crust. Now, this dropping down naturally left the fractured edges steep and sharp, and, while today they have been worn back somewhat, the Vosges mountains present a very much more irregular topography on their eastern escarpment, a very much steeper slope, than on the west. If you start with the lower course of any one of the valleys, in the face of either the Black Forest or the Vosges mountains, you find that, down near the Rhine plain, the valleys are fertile and fairly open. There is room enough for one good road adapted to the movements of troops. The slopes on either side are too steep to be cultivated and so they are left in forests. As you go up the valleys, however, you find that they grow narrow, become very steep, and in their higher portions are confined between very precipitous rocky ledges. At the crest of the range they terminate in indistinct saddles, or *cols*, which are known by the name of passes.

You will understand the difficulty that the Germans must find in moving troops up these streams, up this steep escarpment, where they are able to bring but a fraction of the fighting power of their troops into play; while the French, deployed along the crest, have a very great advantage. If you were to cross over the crest of the Vosges you would find that while the country is hilly on the back slope, nevertheless it is distinctly less rugged than the eastern escarpment. The hill crests form a fairly even sky line which, in the case of the Vosges, rises higher and higher to the eastward until it drops down very abruptly to the Rhine plain.

The Northeastern Plateau

(2) We now have in mind the striking contrast between the two slopes of the Vosges mountains, as well as the elements of the broad, flat plain of the Rhine. Let us turn our attention next to the northward continuation of the region of old rocks in western Germany, and its continuation into Belgium, where these rocks form the Ardennes mountains. In this area we have not so much the topography of a mountain as that of a plateau. But the erosion of the upland has produced a very rugged surface. Through that rugged country we have three main through-going valley trenches, which must, of necessity, be the lines of communication for armies operating in that region. These are the gorge of the lower Rhine; joining it from the southwest, the gorge of the Moselle river; and parallel to the latter but farther west, the winding gorge of the Meuse river where it cuts through the Ardennes. The Rhine itself is a very narrow gorge, the river occupying almost all of the valley floor, with barely room on the two sides for two railroads and two auto roads. The river itself is navigable, so we have five lines of communication. You will appreciate also that this gorge must be for Germany a very important line of defense if her own territory is invaded, and that such a natural moat as we have here would prove a very formidable military obstacle. On either side the plateau is dissected by deep ravines that interpose a very serious difficulty to transportation across country. Roads cannot proceed for any great distance over the upland before they must descend by zigzag courses into one of the ravines and then zigzag back to the upland surface again. That means a long route, and engineering difficulties which can be overcome only as the result of great expense. And when you realize that these uplands are comparatively isolated, that they are not very productive, and that they are inhabited by a very scanty population, you will understand why there is not in that region sufficient wealth to give to such an area a large number of good roads. In order to move large bodies of troops we must have, not one good road, but a number of parallel roads.

The main valleys cutting through the upland have winding courses which add



The Western Theater of the War, Showing the Principal Plateaus and Plains, Mountains and Lowlands, Cliff Scarps and River Trenches which Have Influenced Military Operations

greatly to their length. The Moselle trench for example has a winding course which enormously increases the length of this line of communication. Nevertheless, the Moselle is the most important line in that part of Germany.

As we go farther west, the next gorge is that of the Meuse. The city of Liége

The Flat-floored Valley of the Marne River Near Meaux

guards the gateway into this great through-connecting trench. The fortifications which were defended by the Belgians for a number of days after the Germans had conquered the city itself are located in a circle over the upland surface. As you go up the stream, you come finally to a point where the Sambre river runs into the Meuse from the southwest. And at that important junction we find the strategical position of Namur. This is an exceedingly important point topographically, because it is on the through route of the express trains from Berlin to Paris. If you turn southward up the Meuse you will find that the valley walls become very high and imposing, and very steep. They appear to present a practically inaccessible barrier to any armies which would try to move across the trench.

The Central Region

(3) Let us turn now to the central portion of the Paris basin. The first thing we note is that there comes to the surface a series of hard rock layers, each of which forms a plateau with one gentle slope and one steep slope. In every case, the gentle back slope is toward France, the steep, forbidding scarp is toward Germany. A German army moving against that line of escarpments would have to cross the lowlands in view of the armies established on the heights, whose artillery would effectively dominate every movement on the plain below. Add to this the difficulty of ascending the escarpment in the face of rifle and machine gun fire; the fact that on the low plain there is no opportunity for concealed artillery positions; and the further fact that, because the plain is marshy, the movements of troops must be confined to a comparatively small number of roads carefully charted by the artillery on the uplands; and you will see what an enormous advantage of topography rests with that army which controls the uplands overlooking the plains.

The first great battle of Verdun was fought with the German troops attempting to scale the escarpment east of the city, and was unsuccessful. The second great battle, which is usually known as *the* battle of Verdun (February to July, 1916), was fought by armies advancing southward up the valley of the Meuse, as the Germans realized that it would be impossible to make any attack from the east that would be successful. The only chance of success was to move the armies into the valley from the north where the river flows out on the plain, and to come southward along the valley, deploying the troops on either side. The number of streams flowing from either side into the river Meuse divides the topography into a succession of parallel ridges with stream trenches between them, and the plan of defense of the French was to make the crossing of each natural moat so costly to the Germans that the force of the attack would be spent before Verdun could be reached. If you return to the center of the Paris basin, you find a broad rolling plateau. The battlefield of the Marne is situated right in the center of this plateau.

Typical Lower River Valley in Vosges Region

The Belgian Plain

(4) There remains the fourth type of topography which we may speak of as the Belgian plain, although it is part of a great lowland surface which stretches across the whole of Northern Europe. You can appreciate the character of it best if I tell you that you can travel from the Pyrenees to northeastern Russia by rail and never pass through a tunnel. You can travel the entire distance and never rise 600 feet above sea level. We find that the surface near the sea is so low and flat that it must be protected by dikes to prevent the ocean waters from overflowing the surrounding country. The rivers, in flowing across those lowlands, must themselves be diked in order to prevent the waters from spreading over the lowlands, especially at the times of heavy rains or floods. Where the streams reach the sea, we must have some type of water gate to permit the accumulated waters to flow out when the tide is low, and which can be closed to prevent the water from flowing into the adjacent territory when the tide is high. You can see that all that is necessary in order to construct a very effective defense against an enemy is to open these gates at the wrong time. That mode of defense was seized upon most successfully by the Italians in 1917 when they checked the assault of the Austrians along the lower Piave; and was used as a means of checking the great German drive at the Channel ports in 1915 when the lower courses of the Belgian streams were submerged and changed into vast lakes by the opening of the dikes.

On the low plain of Belgium, life in the trenches is very difficult and in many cases impossible. The places that can best be occupied by troops are the mounds which rise very slightly above the general surface and which have the great advantage of being dry and therefore available for intrenchment. The seizure of a narrow ridge of this type, even though it gives but a very small command of the adjacent country, is a military fact of the first importance because it puts the one who has that advantage in possession of dry land for his troops and artillery.

Four Routes

Now, with these four elements of topography in mind, look for just one moment at the position of France and Germany at the beginning of the war. It was possible for Germany to seize upon four possible routes of invasion.

Invasion from Rhine Valley

(1) In the first place, she might have concentrated an army in the Rhine region and moved westward into France, crossing directly from the German country into the French country without violating the neutrality of any nation. Any movement across the Vosges mountains would be very difficult. The surface is so rugged that the advantages are greatly in favor of the French in any contest taking place over that terrain.

It is said that a German general was

ordered to attack the French and drive them back over the crest of these mountains. He made three unsuccessful attempts, when, according to the story, he received a very urgent command from the Kaiser that the Vosges mountains must be crossed at any cost. He tried again and failed. Then, it is said, he retreated to his headquarters and committed suicide, first sending this message to the Kaiser: "The Vosges cannot be crossed. Come and try it yourself." I wouldn't vouch for the truth of the story, but it serves to show that here is the place where least of all the Germans might assume to invade French soil.

They might pass around the southern end of the Vosges mountains; but the Belfort gateway is comparatively narrow, and in blocking it the Allies would have such a great advantage as to make any advance exceedingly slow and costly. And to appreciate the German plan of campaign, we must remember that for long years the Germans had held the view that they must bring France to her knees quickly before Russia could mobilize.

Better success might attend a passage around the north end of the Vosges mountains, through what is known as the Lorraine gateway. Here it would be necessary, once German troops crossed to French soil, to traverse the broad open plain of the Woevre, with its marshes and lakes, under the fire of the French artillery on the heights to the west. If the Germans succeeded in penetrating this first line of natural defense, the French would retreat down the gentle back slope and take up positions on successive lines of escarpment.

Moselle and Meuse Routes

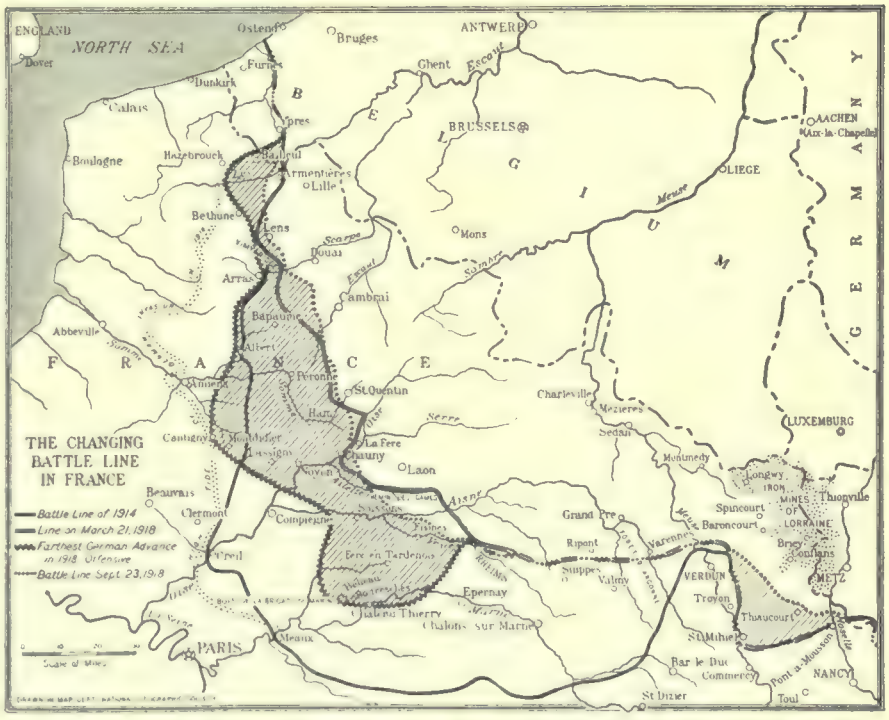
(2) There is a second route, up the Moselle valley, which avoids one or two of the east facing escarpments. But because it necessitates the crossing in succession of several remaining escarpments, this route would involve very serious delays.

(3) The third route would be southward up the valley of the Meuse river. This would bring the German armies into France farther to the west, where the escarpments are dying out, some of them disappearing entirely. But it would restrict the armies, debouching from that valley, to one main line of communication passing through enemy territory in a narrow gorge.

Invasion Through Belgium

(4) By going a little farther to the west, it is possible to take a route through Belgium, over the level plain, which would bring the German forces to Paris without encountering any serious topographic obstacles. That is the route that was chosen. From the boundary west of Metz to Paris, as the airplane flies, is about 170 miles. The route actually followed by the Germans through Belgium is about 250 miles. The German General Staff thus selected a route which was fifty per cent longer than the legitimate route directly into France, which involved bringing into the field the Belgian army, and which they must have realized might result in bringing into the field the British army and the British navy.

[From a lecture recently delivered at Columbia University. The accompanying map (on page 4) and illustrations are reproduced from Johnson's "Topography and Strategy in the War," by permission of Henry Holt & Co.]



The area shaded by diagonal lines shows the allied gains between July 18 and September 23 inclusive. Since the latter date there have been other gains, which are not shown on this map

AMERICAN OFFENSIVE AT ST. MIHIEL

Continued Allied Successes in France, Macedonia, Russia, and Palestine—New "Peace Offensive"

By the middle of September the great Allied offensive directed by Marshal Foch, after eight weeks of brilliant successes, began for the first time to show signs of slowing down. Torrential rains were turning the lowlands into impassable swamps; and the enemy, now in new positions, was straining every nerve to rush up reinforcements to make good his terrible losses. The battleline from Rheims to Ypres, therefore, showed signs of becoming temporarily stabilized at points approximating those of 1917. Then, dramatically, came the first separate offensive of the Americans, involving the newly formed First American Army, under General Pershing's personal command.

Americans Strike at St. Mihiel

The scene of this new stroke was seventy miles east of Rheims, at St. Mihiel, on the river Meuse. Since September, 1914, the battlefront here had shown two sharply marked bends, or "salients." The westernmost of these has Verdun as its center and projects into the German area. The mighty German effort to capture this strong position constituted the chief attempt on the Western front in 1916; but it failed before the resolute resistance of General Pétain, who said, "They shall not pass," and made good his promise. Just east of Verdun lay the salient about St. Mihiel, projecting twelve miles into the French lines, and strongly held by the Germans. This was the first bend, or pocket, established on the western front; and in the process of "emptying" the pockets, which has been carried on by Marshal Foch this summer, it was the last to go. In reporting the operations which produced this result, General March, the official spokesman at Washington for our Army, said:

"This salient was cut off by the American army in less than two days—parts of Thursday and Friday, September 12 and 13—by quick, sharp blows on both flanks. On the south flank our troops advanced along a ten-mile front between Xivray and Fey en Haye, up through the undulating plain of the Woevre. On the west flank, on an eight-mile front, they advanced across the heights of the river Meuse, a ridge which is six miles wide and broken by deep, branching ravines. By the evening of the first day the south flank had been driven in five miles and the north flank three miles. By the evening of the second day, the salient had been wiped out."

Summary of Results

About 1000 tanks, big, little, and middle-sized, participated in the attack. The number of prisoners taken by the Americans was nearly 20,000, while the cannon taken numbered 210. The French aided in the movement, but to the Americans belongs the chief credit. At the end of his statement General March says: "The quickness and rapidity with which the Americans handled the fight at St. Mihiel is attributed not only to the fine staff-work which brought it off, but to the individual soldier himself. It was 'hot stuff.'"

The subsequent advance of the American troops in this sector has brought them within less than ten miles of the important city of Metz, on German soil, which, at the present writing, is under bombardment from American guns. The region lying about Metz and extending on both sides of the frontier is one of the richest iron ore districts in Europe, and is one of the prizes for which France and

Germany are contending in this war. It is the old French province of Lorraine, of which the eastern half was forcibly taken by Germany in 1871. The rich mines of the Briey basin, in the western half, have also been seized by Germany in the course of the present war, thus depriving France, taken together, of about 90 per cent of her iron production.

Continued Successes Elsewhere

Elsewhere on the western front, during the past two weeks, there has been vigorous and, almost continuous fighting. On September 14, the French renewed their attacks on the strong positions in front of Laon, the "hinge" of the western battle-front. This assault carried them forward from one to two miles, and subsequent gains have now brought them within half a mile of the famous Chemin des Dames. On September 18 and 19, in the St. Quentin sector, the British under General Haig advanced on a 22-mile front for a distance of three miles, taking 10,000 prisoners and 60 guns. This brought them almost into the outskirts of St. Quentin, while the French were advancing bit by bit to the south. The fall of this stronghold, beset upon three sides, is now only a question of time. Further to the north a similar advance, desperately contested, has been made upon Cambrai, Douai, and Lens.

Belgium's Heroic Army

It is of interest to note that the Belgian army has taken over an additional six miles of trenches from the British in that part of Belgium still held by the Allies. This has been made possible by the increasing strength of the Belgian army. Reduced to about 40,000 after the terrible battles of 1914, Belgium's heroic forces have since grown to something like 250,000 men—in part through return to duty of soldiers previously wounded, but mainly through the recruiting of Belgian youths who, at the peril of their lives, have slipped across the frontier to join their country's army.

New Advance on Macedonian Front

As this narrative was being written, interesting developments were occurring on the Macedonian front. On September 15, began an important advance in the mountainous region lying to the west of Monastir, in Serbia. It was participated in by French, British, Serbians, and Greeks. The first day's drive carried the Allies forward, in most difficult country, about five miles on a front of fifteen miles. Later the Serbians, who are now fighting on their own soil, advanced nine miles in a single day. On September 22 the Bulgarians were reported to be falling back all along the line between the Cerna and Vardar rivers, with the Allies within nine miles of the enemy's supply lines. The important base of Prilep fell two days later.

Events in Northern Russia

At Archangel, in northern Russia, the arrival is announced of American troops sent from the United States to relieve the marines who have been operating there against the Russian Bolsheviki. During the week ending September 21, the Committee on Public Information issued from Washington a series of secret documents, procured by its representatives in Russia, which prove clearly that the Bolshevik leaders, Lenine and Trotzky, have all along been in German pay, receiving orders from and reporting to the German Government.

Brilliant Victory in Palestine

The British army in Palestine, under General Allenby, first advanced its line a distance of 15 miles on a 70-mile front extending from the river Jordan to the Mediterranean. Then, in a series of brilliant cavalry attacks, well sustained by infantry, the British, on September 22, virtually annihilated the Seventh and Eighth Turkish armies, capturing more than 25,000 prisoners and 260 guns, and restoring practically the whole of Palestine to Christian possession.

Austro-German "Peace Offensive"

Equally important with the American offensive at St. Mihiel has been a new "peace offensive" begun by the Austro-Germans. The "peace offensive" took the form of a proposal from the Austrian Government, on September 16, to the Allied Governments for a "confidential and unbinding discussion on the basic principles for the conclusion of peace, in a place in a neutral country and at an early date that would yet have to be agreed upon." In the proposal the assertion was renewed that the Central Powers "are waging a war of defense for the integrity and security of their territories."

The American Reply

The prompt reply sent by President Wilson to the Austrian proposal was almost universally applauded, alike in this country and among the Allies.

The day after this reply was given, the War Department announced that the American army would be increased to 4,800,000 men by next July, and asked for an additional appropriation of seven billion dollars to take care of the increase. On September 12 the enrollment under the new draft act, which extended the liability for military service to men between the ages of 18 to 45, had made available for the Nation's service 13,000,000 men. "Force, force to the uttermost" is thus our reply to the false and hypocritical attempt of the Central Powers to keep by fraud and cajolery what they have seized by unblushing force.

STUDENTS ARMY TRAINING CORPS

The Government Calls Institutions of Collegiate Grade to Render Special Military Service

The Government has called the normal schools, colleges, and universities to special military service. Over four hundred higher institutions have arranged to organize units of the Students Army Training Corps under the special regulations of the War Department. On May 8, 1918, Newton D. Baker, Secretary of War, sent an announcement to the presidents of all institutions of collegiate grade in the United States, in which he said in part:

> Military instruction under officers and non-commissioned officers of the Army will be provided in every institution of college grade, which enrolls for the instruction 100 or more able-bodied students over the age of eighteen. The necessary military equipment will, so far as possible, be provided by the Government. There will be created a military training unit in each institution.

Soon after this announcement, the War Department worked out the details for organizing Students Army Training Corps units in colleges and universities. With the passage of the new selective service law, the details have been modified to meet changed conditions. So many questions have arisen concerning the rules and regulations governing the Students Army Training Corps under the selective service law that the following facts, given out by the Committee on Education and Special Training of the General Staff, are published for the information of teachers:

1. Collegiate units of the Students Army Training Corps will be established at institutions of approved academic standing enrolling 100 or more able-bodied male college grade students of eighteen years of age or over.

2. After a student has been registered by his local draft board and has regularly entered the college of his choice, he may voluntarily join, or be inducted into, the Students Army Training Corps. As this is a Corps of the Army he will upon his induction become a soldier and be placed

PRESIDENT WILSON'S LACONIC ANSWER TO AUSTRIA'S PROPOSAL FOR AN UNOFFICIAL PEACE CONFERENCE

The Government of the United States feels that there is only one reply which it can make to the suggestion of the Imperial Austro-Hungarian government. It has repeatedly and with entire candor stated the terms upon which the United States would consider peace and can and will entertain no proposal for a conference upon a matter concerning which it has made its position and purpose so plain.

on active military duty. He will then receive uniforms, to be worn regularly; equipment; food, or army rations; housing, in barracks; instruction at Government expense; and the pay of a private, $30.00 a month. As he is a soldier, he is no longer under the jurisdiction of his draft board, but he is subject to all military orders and liable to any military duty.

3. All men within the present draft ages (18-45), with the exception of general service men in Class 1 registered before September 12, 1918, are eligible to voluntary induction into a collegiate section of the Students Army Training Corps. Each must take the usual Army physical examination at the College, and be found physically fit for general or limited military service. In addition, he must have had a four years' high school course or its equivalent, and be in attendance at one of the institutions maintaining a unit of the Corps. No general service men in Class I, who registered under the first draft law, or before September 12, 1918, are eligible to induction into a collegiate unit of the Students Army Training Corps. Men already inducted into or called for active service may seek transfer through their commanding officers and the regular military channels.

4. Boys under eighteen years of age who have been admitted to college will be given such military training as is possible, but they will not become soldiers, and hence will not receive subsistence or pay from the Government, until they have become eighteen years of age, have registered with their respective local draft boards, and have been inducted into the Students Army Training Corps.

5. Boys under eighteen years who are in high schools or preparatory schools should remain in school and intensify their study in order to complete their high school course and fit themselves for entrance into college as soon as possible.

6. Vocational units of the Students Army Training Corps, which have been in operation for several months as National Army Training Detachments, will be continued at the institutions at which they have been established, but new units will not be added at present. Registrants of the new draft ages who have had a grammar school course or its equivalent are eligible for induction into these units. Induction will ordinarily be sought, however, only through the local draft board of the registrant and not through the institution at which the unit is established. Men seeking induction will be sent to vocational units only so far as the requirements of the service permit.

7. Voluntary induction into collegiate units of the Students Army Training Corps will probably take place about October 1. Students must pay their own expenses until they are inducted into the Corps.

8. Information concerning the routine of voluntary induction should be obtained from commanding officers of collegiate units of the Corps.

9. An arrangement is now pending which will provide that a limited number of men may, upon induction, be assigned to the Navy if they so desire.

10. As *enlistments* have been discontinued, it is only by *voluntary induction* that a registrant may enter any branch of the army.

SCHOOL CHILDREN SAVE LIVES OF SOLDIERS

Protect Soldiers Against German Poison Gas by Collecting Fruit Pits and Nutshells for Carbon for Gas Masks

America's children are helping to protect our soldiers in France against German poison gas. That is why they are collecting and saving fruit pits and nutshells, for carbon made from these materials is the best yet found for use in gas masks.

Young People's Organizations Active

In order to secure a sufficient supply of pits and shells, the gas defense division of the chemical warfare service of the United States Army has urged children and adults everywhere to collect these materials at once. Boy Scouts, Campfire Girls, War Savings societies, the Junior Red Cross, the Junior Four Minute Men, and scores of other young people's organizations are now actively making collections. The whole movement is supported vigorously by the Department of Agriculture, the War Loan Organization, the Food Administration, the Committee on Public Information, the National Chamber of Commerce, the National Hotel Men's Association, the Red Cross, and other organizations and governmental agencies.

Every teacher and every child can help. The call is urgent. The opportunity to serve is great. Every child who collects 200 peach pits or seven pounds of shells, the amount necessary to make the carbon for one gas mask, may save the life of an American soldier.

Here are some of the things everyone should know in order to help promptly:

The Materials Needed

Peach stones or pits, apricot pits, prune pits, plum pits, cherry pits, olive pits, date seeds, and the shells of Brazil nuts, hickory nuts, walnuts, and butternuts are the materials needed. No other products are wanted. These should be thoroughly dried in the sun or otherwise. Preferably, the meats should be removed from the nuts and saved for food. These pits and shells may be mixed as collected.

The Red Cross in Charge

The Red Cross will direct this collection campaign, give out necessary local information, arrange for centrally located depositories, accept collections from all sources, and make arrangements to ship the materials collected.

Collection Centers

Schoolhouses, churches, banks, stores, hotels, and other public places, will act with the local Red Cross headquarters as collection centers in each community.

Photo by Pudgeon, Washington *Evening Star*

Washington Girl Scouts Help Repel German Gas Attacks

The Plan of Campaign

Every town and city should be divided into zones or districts. A definite group should be assigned to make a preliminary canvass of each district, requesting every housewife, hotel keeper, or others, to save the fruit pits and nutshells.

Directions for Shipping

In each center, all materials should be turned over to the Red Cross. The Red Cross has designated over 300 large collection centers to which materials are to be sent from the local centers. The dried pits, nuts, and shells at the local Red Cross collection point or points are to be placed in bags, boxes, or cartons, no package to exceed 70 pounds in weight.

The packages should be addressed to the American Red Cross at the nearest center.

Bags sufficient to hold one carload of pits are sent to each designated center. Ten days before a car is needed the Red Cross representative should write to Captain L. Macomber, Gas Defense Division, Chemical Warfare Service, 19 West 44th Street, New York City.

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State Editorial Boards, each consisting of five members appointed by the State Superintendents, represent the classroom teachers of the several States.

Over the top for the Fourth Liberty Loan!

Remember the fruit-pit and nutshell campaign. Directions for packing and shipping will be found in another column.

A Question and Answer column will be a feature of National School Service. Address questions to the editorial office, 10 Jackson Place, Washington, D. C.

The maps that accompany the articles on the progress of the war are prepared for each issue by the National Geographic Society. The editors take this occasion to acknowledge their indebtedness to the Society for this valuable service.

It is not only the amount of money to be raised by the Fourth Liberty Loan that is important. It is not only the ships and munitions that this money will buy, or the new armies that it will enable us to put into the field. Of equal importance is the discouragement that the success of the Loan will give to our foes because it will signify both the immensity of our resources and the unconquerable determination of the American people. Our dollars will not only buy bullets; in a very real sense they are bullets. The larger the over-subscription, the more staggering will be the blow to the morale of the enemy. Every sign indicates that his morale is already weakening. Foch and Haig and Pershing are giving him no chance to recover his self-confidence on the battlefield. They are striking blow after blow as the German lines roll back. We here at home must lose no chance to strike at the lines behind the lines. The Fourth Liberty Loan is the great opportunity for the civilian to play a determining part in bringing the war to a successful issue. It is a critical moment. A huge over-subscription is certain to shorten the war. Every dollar of this over-subscription may mean the life of an American boy; the life of an English boy, a French boy, an Italian boy; a quicker breaking of the Belgian bondage; relief to the millions suffering in France, in Poland, in Serbia; the earlier realization of all the great aims that we have set out to accomplish.

National School Service was established at the request of the teachers of the United States. Its primary purpose is to furnish authentic war information adapted to classroom use in elementary and high schools, to serve as a medium of communication between the governmental agencies and the schools, and especially to suggest methods of correlating the war activities with the regular school work. It can succeed only through the coöperation of those whom it is designed to help. The editors will be grateful for suggestions and criticisms. They earnestly request teachers to send in plans that have been found effective in conducting war work, and particularly ways and means that have been successfully used in associating the war activities with the school studies.

Never in the history of the world has the value of education been so keenly appreciated as it is today. Never before has so high a premium been placed upon skill, insight, and intelligence. Never before has the dynamic force of great ideals been so conclusively demonstrated. The large recognition given by the Government to the educational factor in the war problem should be an inspiration to every teacher in the land. Literally hundreds of thousands of soldiers and civilians are today enrolled in special types of schools organized by the Government. The Students Army Training Corps has brought thousands of young men under the stimulus of higher education in preparation for their work as soldiers. The boys and girls in the lower schools may well find in these facts a powerful motive for attacking vigorously and aggressively the work of the year. They should see clearly that it is not courage alone that is going to save democracy; it is not material resources alone. In addition, there must be knowledge, skill, and right ideals. Every gain that a pupil makes in these is a gain for the Nation. Every good lesson learned, every fundamental truth mastered, every needed skill brought closer to perfection, every clear insight won by hard, persistent, systematic thinking, is a step toward making the world safe for democracy. The "school slacker" is no patriot.

TWO LETTERS OF CONDOLENCE

President Lincoln to Mrs. Bixby, Who Lost Five Sons in the Civil War.

Dear Madam: I have been shown in the files of the war department a statement of the adjutant-general of Massachusetts that you are the mother of five sons who have died gloriously on the field of battle. I feel how weak and fruitless must be any words of mine which should attempt to beguile you from the grief of a loss so overwhelming. But I can not refrain from tendering to you the consolation that may be found in the thanks of the Republic they died to save. I pray that our Heavenly Father may assuage the anguish of your bereavement and leave you only the cherished memory of the loved and lost, and the solemn pride that must be yours to have laid so costly a sacrifice upon the altar of freedom.

The German Kaiser to Frau Meter, Who Had Lost Nine Sons in the Present War.

His Majesty the Kaiser hears that you have sacrificed nine sons in defense of the Fatherland in the present war. His Majesty is immensely *gratified* at the fact, and in recognition is pleased to send you his photograph, with frame and autograph signature.

[According to latest reports, the Kaiser has not yet sacrificed even one of his six sons "in defense of the Fatherland." It is for him and not for themselves nor for the people that the German soldiers are fighting. These letters show a striking contrast between Kaiser and President, between Autocracy and Democracy, between the ideals of the Hun and the ideals of the American.]

BUILDING UP A WHEAT RESERVE

Food Administration Asks Householders for Voluntary Compliance With New Saving Regulations

When reports began to come in regarding the enormous wheat crop harvested in the country this year, many people jumped to the conclusion that, so far as wheat is concerned, there can be no further stringency, or need of conservation. They assumed, to put it slangily, that "the lid is off on wheat."

Now it is altogether true, according to the Food Administration, that our wheat crop this year has been such as to modify the necessity for the precise sort of wheat saving essential during last winter and spring. Then it was a case of taking wheat from the supply which we should normally be using ourselves and sending the grain thus saved to the Allies and our soldiers overseas. It was at best a problem of such difficulty and of such disastrous possibilities in case of failure that all pains must be taken now and henceforth to prevent its recurrence. Our present problem in regard to wheat, then, is to build up such a reserve stock, both in this country and abroad, that it will guard against even the most unexpected events or shortages. In other words, this nation must aim to put wheat on the same basis as munitions, in the sense of building up a surplus for use when it is most needed.

America Shares With Allies

For these reasons it is the duty and privilege of every patriotic American household to continue the efforts which will result in a wheat reserve for speeding the war to a successful conclusion. With this purpose in view the United States Food Administration has outlined a wheat conservation program which, strictly observed, will lead to the saving of the quantity required. This program is worth careful consideration by the householder in every way which directly effects his purchase and consumption of wheat.

It has been agreed that the wheat bread of the Allies shall contain 20 per cent of other grains than wheat. Accordingly, it is only just that we in our turn should share in this saving and that our bread should contain at least no greater proportion of wheat than that eaten by those suffering the actual hardships of war.

New Wheat Saving Program

The well known 50-50 rule of last winter, by which the housekeeper was obliged to buy with wheat or its products an equal weight of some other cereal or cereals, has now been removed. But in its place has come the ruling, no less important, that at the same time straight wheat flour is sold by retailers, other cereal flours must make up 20 per cent of the total purchase. To illustrate, the person who buys four pounds of wheat flour must buy at the same time one pound of barley flour, corn meal, corn flour, or some other non-wheat flour.

In some localities there are other substitutes which retailers may find it feasible to carry. Such are feterita flour and meals,

(Continued on page 10)

PRESIDENT WILSON ASKS SUPPORT FOR THE FOURTH LIBERTY LOAN—NO AMERICAN WILL BE DEAF TO THIS APPEAL

THE WHITE HOUSE
WASHINGTON

Again the Government comes to the people of the country with the request that they lend their money, and lend it upon a more liberal scale than ever before, in order that the great war for the rights of America and the liberation of the world may be prosecuted with ever increasing vigor to a victorious conclusion. And it makes the appeal with the greatest confidence because it knows that every day it is becoming clearer and clearer to thinking men throughout the nation that the winning of the war is an essential investment. The money that is held back now will be of little use or value if the war is not won and the selfish masters of Germany are permitted to dictate what America may and may not do. Men in America, besides, have from the first unite now dedicated both their lives and their fortunes to the vindication and maintenance of the great principles and objects for which our Government was set up. They will not fail now to show the world for what their wealth was intended.

Woodrow Wilson

JUNIOR RED CROSS PLANS PRACTICAL WORK

Schools are Given Definite Opportunities for Helping the Government

The classroom chapters of the Junior Red Cross should, by this time, have been organized for work. The program for the month of October is in two parts.

First, the reading and discussion of Liberty Loan letters, which will be furnished through the National Red Cross. This work need not take any time from the regular school work, but should form a part of the practice in reading and in oral English.

Second, the continuance of preparation for the Red Cross Bazaar, which each school is expected to hold in December. This preparation may consist of plans for raising money, making useful articles that may be sold, or soliciting, from people in your community, gifts of similar articles.

In schools that do not have vocational classes, the manual arts period may be utilized in making such things as calendars, placards, and other useful articles.

The success of the work from month to month, as well as the success of the bazaar in December, will depend on the interest and energy and resourcefulness of the teacher quite as much or more than on the enthusiasm and industry of the pupil.

High schools and elementary schools having vocational classes are called upon this fall to make under contract for the government 500 kitchen chests, 1200 bedside tables, 300 bread boards, 200 folding beds, 500 drafting boards, and 22,500 packages of splints.

These must be finished by November 16, as there is urgent need for all of these articles. If your school has facilities for doing the sort of work outlined above, and has not yet been called upon to assist, information as to the amount and kind of work that can be handled should at once be sent to your local Red Cross headquarters.

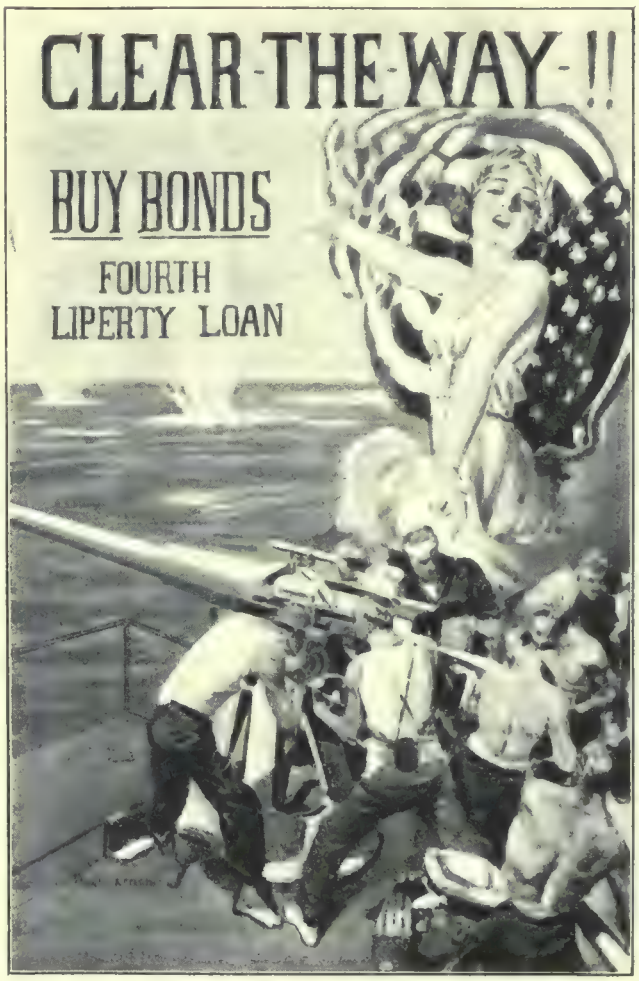
In the sewing classes in high schools and elementary schools, plans have been made in some sections of the country to have the Red Cross headquarters cut out and prepare the garments for the refugee children and others, fastening together the pieces for each garment. The girls during the sewing period or in volunteer groups after school, may make up the garments.

Work for November

Due to a ruling of the War Department to prevent congestion of the mails and dissemination of information which might prove harmful, it is necessary to substitute "Our Red Cross" for "Letters to Men in Service" as the November feature of the special Junior Red Cross monthly program.

The plan is to incorporate as much study and discussion of the Red Cross as possible into the school work of November in preparation for the December feature, which will be assistance to the Red Cross Christmas membership drive through Junior Four Minute contests. Printed suggestions as to how this may be done will be in the hands of every chapter school committee as early in October as possible and distributed to teachers in school auxiliaries. Map work, charts and exercises will be suggested, bibliographies included, and concrete information presented which will be helpful to teachers in making the great work of relief, rescue, and reconstruction vivid to the newly enlisted Junior Red Cross army.

If each teacher has the local Junior Red Cross chapter organized at once, this work may be done effectively.



NO PEACE SAVE THROUGH VICTORY

The Stars and Stripes, the official newspaper of the American Expeditionary Forces in France, makes the following comment on the German-Austrian "peace offensive":

"Let the weak-hearted who are dreaming of a compromise; let the pacifists who are talking of peace by agreement; let the sideliners who have had enough of war; let the secretly inclined pro-Germans who think this war should end without a decision; let them one and all know once and for all that for the A. E. F. there is no such word as 'peace' with the Huns unbeaten. The man who talks peace to-day, except through victory, is a traitor."

BUILDING UP A WHEAT RESERVE

(Continued from page 9)

rice flour, oat flour, kaffir flour, milo flour, peanut flour, bean flour, potato flour, sweet potato flour, and buckwheat flour. Each of these may be sold on the same ratio of one pound to every four pounds of standard wheat flour. Rye flour may be sold as a substitute, but in the proportion of at least two pounds of rye to three pounds of wheat flour.

Victory Mixed Flours

The Food Administration relies upon the householders of the country to mix at least 20 per cent of the substitute cereals into their wheat flour at home for all uses. But many people find such mixing both irksome and inconvenient, and the manufacturing and distributing trades of the country are encouraged by the Food Administration to place upon the market mixed flours complying with the policy of one pound of substitute to four pounds of wheat. These are to be called "Victory Mixed Flours," and will be labeled in such a way as to show their ingredients. Of course, these "Victory Flours" may be sold without any other substitute, because they contain in themselves the 20 per cent substitution.

Such policies and rules ought to be lived up to scrupulously and loyally by both dealer and consumer. And, in addition to this, everyone should bear in mind that there must be no unnecessary waste or excessive use of wheat flour. It is still necessary to continue the use of corn breads, for we must still save wheat.

Save All Foods

Moreover, this desire to avoid the unnecessary use of wheat must extend in spirit to apply to all sorts of food. Of course, the necessity for saving sugar is of the most extreme and vital importance. That should never be lost sight of. But with all foods it is well to bear in mind the necessity for eating no more than is necessary to sustain and nourish the body adequately. This is the hour for using only what is needed for ourselves, so that any possible surplus may be devoted to those who are in greater need than we.

LIBERTY SINGS

"Liberty Sings" originated in Philadelphia, the home of the Liberty Bell.

The object is to bring people of a community or neighborhood together at some central point. Here an hour or so is spent in singing patriotic as well as popular and well known war songs. The music is furnished through the patriotic services of members of local bands and the "Sing" is conducted by experienced leaders who volunteer their services.

Schools have already taken up the idea and are planning to have "Liberty Sings" every month during the winter.

Rural Schools

YEARLY LOCAL COMMUNITY COUNCILS

The following program is planned for a local Community Council of Defense, but is applicable to any rural organization, such as a Grange, farmers' club, community league, or social center. This program with such revisions as may become necessary will be carried through the year in the rural section of National School Service and definite suggestions and programs for each community meeting will be offered well in advance. Inexperienced teachers need not hesitate to start a community organization if they but have the will and leadership to make an initial effort.

Develop Local Leadership

In community work, as in class teaching, the teacher should remember that the best leader effaces himself and seeks to stimulate the initiative and growth of the people in the community. Experience shows also that the organization of farmers' clubs or councils should be kept simple and that meetings can be held every two weeks during the school year, but only once a month in the summer. The school house, Grange hall, church, or other public building makes a better center for regular meetings than the home, although the occasional meetings may be held in farm houses with profit and success. Officers should be limited to three—a chairman, vice chairman, and secretary-treasurer. Committees should be small, usually of three members, because it is difficult for country people to get together. In general the appointment of individual leaders, responsible to the club for special topics or tasks, is preferable to committee work. This program implies the appointment of seven such leaders who are to make brief reports every meeting or so, distribute literature, and keep the club informed on the Government's activities and requests for war service of the following kinds: food production, food conservation, thrift and bonds, Red Cross work, fuel conservation, child welfare, and patriotism and Americanization.

Program of Community Club

September (First Half).—The teacher should visit people of the district, calling at every home if possible.

September (Second Half).—Toward the end of the month hold a visiting day or parents' meeting, with a simple exhibit and demonstration of regular school work. Also have a talk by the teacher on school needs and plans for the year, inviting the coöperation of the parents.

October 11 or 12.—To advance the sale of Liberty Bonds hold a Columbus Day and Liberty Loan rally. See suggestions in National School Service for September 15.

October 25 or 30.—Hold an organization meeting to start a local community council of defense. See National School Service for September 15 and this number.

November 15.—Organize a meeting to formulate a war-work program for the community.

November 27 or 29.—Plan a Thanksgiving Program of a patriotic and religious nature to be furnished partly by adults and partly by school children.

December 20.—The Red Cross will later provide instructions for a Christmas program and a Red Cross bazaar.

January 17.—Two-part program: (a) Community Inventory or Survey (by adults); (b) Thrift Play—"Winning the War" (by children).

Secure the play from the War Savings Committee, Treasury Department, Washington, D. C.

January 31.—Two-part program: (a) The Selection of a Community-Building Project for the Current Year; (b) Illustrated War Lecture.

Address the Pictures Division, Committee on Public Information, Washington, D. C., for suggestions regarding the war lectures and slides.

February 12 or 14.—Two-part program: (a) Program on the topic selected as the first community-building project for the year; such as road dragging, school improvement, pure bred stock, or a coöperative laundry; (b) Lincoln Day program, given chiefly by children.

February 28.—Discuss the organization and work of the county farm bureau and its relation to the local community council.

March 14.—In coöperation with the Red Cross and other health agencies, hold a sanitation and health program dealing with "clean-up" plans for the community.

March 28.—To consider community plans for war planting and increased production, plan a bumper crop program.

April 11.—To enable the teacher and the children to report their club activities to adults and to procure help on future projects, hold a garden, and boys' and girls' club program.

April 25.—To deal with home improvement, food conservation, child welfare, and woman's part in community life, a farm women's program should be held.

May 9.—Arrange a lecture on the war or on a farm topic by a speaker from the Agricultural college or from some state department.

May 23.—Plan a pageant on community war service and Red Cross activities in which the entire community, both children and adults, participate.

June.—Arrange for a canning demonstration and food conservation program.

July.—Plan a better baby conference and clinic, to be held under the general direction of the Children's Bureau, Department of Labor, Washington, D. C.

August.—Close the year's activities with a community picnic and recreation program.

MAKE USE OF WAR STORIES

The concrete story and picture are by far the best means of making war facts and information appeal to children. Country teachers will do well to realize this and make themselves as proficient as possible in collecting, judging, and telling war stories. Unfortunately war stories suited to children are as yet difficult to secure, but here and there very good ones may be found, and it behooves the teacher to be on the alert for these at all times.

In rural schools be sure to use the two stories included in this issue. The airplane story on the first page is splendid for reading or telling in morning exercises and may be used to advantage later as a reading lesson for intermediate and upper grades. With its use have the children collect all the pictures, articles, and information they can find on airplanes. "Bird Soldiers" in the Primary section is an admirable story for language and story-telling in the first four grades.

THE ALLIES' FLOUR BARREL

Build a flour barrel 40 million times as big as the grocer's barrel. Now, you can't see to the top of it and you can't walk around it, and you can't even think about it.

Well, it is just this big barrel that Uncle Sam has promised to fill for the Allies, and Uncle Sam never backs down. But when your Uncle promised he counted on every nephew and niece in every corner of America to help him put the job over, for you see it is an All-American job and means team work.

Can you stay on this job steadily until it is done? How much flour can you spare from your biscuit? Can you piece out with cornbread, potatoes, and rice and help fill the great All-American flour barrel? For big as that barrel is we can, if everybody helps, fill it from our wheat harvests and what you save. Uncle Sam is counting on YOU.

PUBLICATIONS AND HELPS FOR WAR ACTIVITIES

Rural teachers who are remote from libraries and other sources of information will find the following material of great help in the study and promotion of war activities. These publications are free unless otherwise indicated:

Food Guide for War Service at Home. Prepared under the direction of the United States Food Administration. Preface by Herbert Hoover. Charles Scribner's Sons, New York. Price 25 cents. Contains valuable information for use in arithmetic, geography, and food lessons.

Collected Materials for the Study of the War. By Albert S. McKinley. McKinley Publishing Company, 1621 Ranstead St., Philadelphia. Price 65 cents. Contains selections from President Wilson's addresses, a topical outline of the war, and twenty pages of war maps.

Teachers' Manual of the Red Cross. National Headquarters of the American Red Cross, Washington, D. C.

School Life. Bureau of Education, Washington, D.C. A bulletin of school activities issued fortnightly by the Bureau of Education.

Education in Patriotism. Teachers' Leaflet No. 2, April, 1918. Bureau of Education, Washington, D.C. Lists the chief agencies engaged in promoting patriotic work in the schools.

Government Policies Involving the Schools in War Time. Teachers' Leaflet No. 3, April, 1918. Bureau of Education, Washington, D.C.

Problems on Thrift and War Savings Stamps. Secure from George D. Strayer, National War Savings Committee, Treasury Department, Washington, D.C. Available to county superintendents and rural supervisors who should have them duplicated for rural teachers. Contains problems for all grades.

The Battle Line of Democracy. Prose and poetry of the world war. Price, 15 cents. Committee on Public Information, Washington, D.C.

The Study of the Great War. A topical outline with extensive quotations and reading references. By Samuel B. Harding. No. 116 War Information Series. Single copies free to teachers. Copies for class use, 5 cents each. Committee on Public Information, Washington, D.C.

War Cyclopedia. A handbook for Ready Reference on the great war. Committee on Public Information, Washington, D.C. Price, 15 cents.

Save 100,000 Babies; also *The Children's Year Working Program.* Children's Year Leaflets Nos. 1 and 3. Secure from the Children's Bureau, United States Department of Labor, Washington, D.C.

Community Council Material

Mobilizing the Rural Community. Bulletin by E. L. Morgan, College of Agriculture, Amherst, Mass. A thoroughly sane, definite, and practical contribution on the organization and development of rural community centers. Every rural teacher and leader should secure a copy.

The Development of Community Councils. Circulars 1 and 2. Council of National Defense, Washington, D.C. Gives definite, detailed directions for the organization of community councils of defense.

A Community Center: What It Is and How to Organize It. By Henry E. Jackson. Bul. 1918, No. 11. Bureau of Education, Washington, D.C.

The Social Anatomy of the Agricultural Community. By C. F. Galpin. University of Wisconsin, Madison.

Lessons on Community and National Life. Community Leaflets of the Bureau of Education. Series A, B, and C, for high schools, upper grades, and intermediate grades, respectively. Single copies, 5 cents each. Each complete series in pamphlet form, at 15 cents. Government Printing Office, Washington, D.C.

Illustrated Lectures on War Topics. By George F. Zook, Pennsylvania State College. Each lecture is illustrated with from 50 to 70 slides sold at 15 cents each. The Division of Pictures, Committee on Public Information, 10 Jackson Place, Washington, D.C.

Liberty Loan Material

Fourth Liberty Loan. Bulletin No. 39, Division of Four Minute Men. Committee on Public Information, Washington, D.C.

The Second Liberty Loan of 1917. A source book. Publicity Bureau, U. S. Treasury Department.

Junior Four Minute Men War Savings Contest. School Bulletins, Nos. 1, 2, and 3. Division of Four Minute Men. Committee on Public Information, Washington, D.C.

Primary Grades

AMERICA NEEDS THE HELP OF EVERY CHILD WITHIN ITS BORDERS

The nation needs the help of every child. Even the littlest ones must be enlisted in their country's service. War work has really motivated school work. While in some places the regular program may suffer, this is generally more than compensated for by what the children are learning through helping their country. Nevertheless, war activities in the primary schools have brought many distracting interruptions. These may be reduced to a minimum if the teacher will organize her daily or weekly program with a determination to do all that the Government asks her to do, but to do it in such a way that a maximum of educational benefit results. Children should be made to feel that necessary tasks imposed by war conditions offer opportunities to serve their country while doing well their regular work.

PIGEONS IN WAR SERVICE

Carrier pigeons have been used as dispatch bearers in the present war. Thousands have been trained for service.

At one point, twelve miles behind the French lines, sixty pigeons were housed in a London motor bus from Picadilly. The outside had been roofed to form a cage. The crew, consisting of a chauffeur, trainer, and orderly, slept inside. An opening at the front was cleverly arranged to admit the birds when they returned from their flight. A board was deftly poised just inside the opening so that when the bird stepped on it an electric bell rang to let the men inside know that a bird had returned.

The pigeons were taken out to the trenches in baskets to bring back messages in case wire communication should be cut by enemy fire. If not used in 24 hours, they were released anyway with some message to keep them in practice. As soon as a bird arrived, a man crept into the cage, caught it, read the message, wrote it down, and sent it by the orderly to the nearest signal corps station, where it was sent by wire to its destination. Birds were always sent in couples with the same message, so that if one happened to be killed there would still be a chance of the message arriving safely.

BIRD SOLDIERS

Tinkle, tinkle went the tiny bell. It was attached to a board on the side of a pigeon house in Robert's and Elizabeth's back yard. The occupants of the pretty house were His Lordship and Her Ladyship and their six children. The little mother and father pigeons had been given to Robert and Elizabeth by their grandfather. They were homing pigeons of the finest stock.

That morning the children's father had taken the parent pigeons away in their basket and had set them free in different places with tiny messages attached to their legs. The children had been watching all day for their return. So, when they heard the tinkle, tinkle of the door bell of the pigeon house they ran quickly out into the yard.

The pretty little pigeon house was all a-flutter with excitement as if the two returned travellers were telling their children all the news from the distant city. When Robert and his sister appeared His Lordship and Her Ladyship flew to them and perched on their shoulders, one on Robert's, one on Elizabeth's.

"They are darlings!" cried Elizabeth.

"Especially His Lordship!" said Robert.

The children stood for a time playing with their pretty pets. Suddenly Robert became very thoughtful.

"Sister," he said, "Let's enlist our pigeons in the war. You know Captain Reeves said the Government wanted young homers to train for the Army."

"Oh, Robert," cried Elizabeth, "send our darlings away! How could we! Besides His Lordship and Her Ladyship would fly straight back home. I believe they would come clear across the ocean."

"Yes, I know, but their children wouldn't. They would make great fliers and help win the war. Let's do it, Elizabeth. We'd be so proud of them!"

They broke the news to His Lordship and Her Ladyship very tenderly, and it must be said that the little father and mother in their suits of soft blue feathers trimmed with white took the news like patriots.

They decided to take their pets to the nearby camp where they often visited officers they knew. The six young homers were placed in a roomy carrying-basket with plenty of food.

"We must give them Canada peas," said Elizabeth.

"And corn, for variety," said Robert.

They carried the basket between them to the camp. Very soon the six young pigeon recruits were enlisted in their country's service.

That evening the children's father noticed how quiet they were. Mother knew the reason and after Robert and Elizabeth had gone to bed she took their father out into the back yard and showed him the pigeon house. Over the top Robert had placed a rudely printed sign, "Liberty Loft." And over one window Elizabeth had hung a little service flag with six blue stars.

LANGUAGE LESSON ON PIGEONS

If possible have a homing pigeon in the classroom. Show pictures of pigeons and their houses. Let children tell where they have seen them. Describe them. Talk about the care of pigeons—what to feed them. Let children imitate the cooing sounds. Let children pretend they are a flock of pigeons, flying about the room. Sing "My Pigeon House" and play it. Tell about use of homers in the war. Explain how the metal ring is placed on the leg of young ones, and that they are known by the number on the ring. How the message is attached. Let children cut pigeons and pigeon houses from paper.

SOLDIERS

Yes, you and you
Are soldiers, too.
Be brave and save
With honest care.
Yes, you can do
And serve and dare
For our brave soldiers
OVER THERE.
—*From John Martin's Book.*

THRIFT IN THE SECOND GRADE

Mary bought 2 Thrift stamps on Monday, 3 on Tuesday, and 4 today. How many did she buy?

If John saves 5 cents each day for 5 days, how many Thrift stamps can he buy?

Dorothy earned 16 cents helping mother. How much more must she earn to buy a Thrift stamp?

COLLECTING FRUIT PITS AND NUTSHELLS

Can't you see the little fellows trudging to school with their pockets bulging with fruit pits and nutshells? This is a golden opportunity for them to help. Be sure to give them the chance. First awaken their interest by showing them a picture of a gas mask. Explain its use. Give definite directions as to what material to bring and when and where to bring it.

COLUMBUS DAY EXERCISE

Tell the story of the boyhood of Columbus with special reference to the country of his birth, Italy. Teach Italy as one of the Allied nations and one of our associates in the war. Have children recognize the Italian flag. In relating the story of the coming of Columbus to America point out the debt we as Americans owe to the discoverer of our country.

For schoolroom decorations on Columbus Day, October 12, the following are suggested: American flags, Italian flags, blackboard sketches, pictures of Columbus, and drawings or pictures of his queer old ships.

This dramatic representation is also suggested: Columbus and his followers taking possession of the new land. Indians hiding. Columbus kneels and kisses the ground. His men kneel. The Indians come forward and kneel at Columbus' feet. The exchange of gifts. The return to the ship. Indians go with him.

WAR SERVICE AND THE SCHOOL PROGRAM

1. Have a definite place on the program for Thrift stamp sale.

2. Plan to use one or two language periods a week to present war interests to children.

3. Do as much individual teaching as possible through correlation with handwork, arithmetic, seatwork, and written composition.

4. Have a definite place in schoolroom to which salvage such as tin foil, rubber, etc., may be brought. Systematize its collection.

5. Make a collection of pictures to illustrate lessons. Arrange them artistically at some place where children can look at them. Change them frequently. Let children make scrap books for use in free periods.

Hush, little Thrift Stamp,
Don't you cry.
You'll be a War Bond,
By and by.

SAVE PAPER—THE REASON WHY

I. Your Government needs paper.

II. To waste paper is to waste fuel, for paper making uses fuel.

III. To waste paper is to rob Uncle Sam of chemicals necessary in making munitions.

IV. To waste paper means wasting of labor needed for other war work.

V. Paper costs money. Save paper and you save money. Money buys Thrift stamps and Liberty bonds.

THE SERVICE FLAG

Show a service flag or draw one on the blackboard. How many have ever seen a flag like this? When? It is called a service flag. How many stars are in the flag? What do the stars mean? How many have a service flag in your homes? Where have Daddy or Brother gone? Why are you proud of your service flag?

WE'RE FIGHTING TO SAVE THE CHILDREN

One day an English officer was strolling down "The Avenue" in Washington. Many times he was saluted by soldiers in Uncle Sam's uniform. Presently a little boy and girl approached. Up went their hands in a quick and fine salute. And up went the officer's hand in as fine a salute as he might give a general.

"God bless their hearts!" he exclaimed. "I'd rather have that salute from those children than anything I know. We get heart hungry for kiddies. Lots of us have bairns of our own. Man we'd die for them! Why, after all, we *are* dying for them!"

Intermediate Grades

HOW BELGIUM GOT INTO THE WAR

Why do we speak of brave "little Belgium?" What did Belgium do that was brave? Why should not Belgium have let the German army pass through her country if they promised to do it no harm? What has been the result to Belgium of her refusal? What difference in the war was made by Germany's passing through in spite of her refusal?

These questions will serve as leaders for a conversation lesson and discussion. With the questions before the pupils, refer them to sources of information, and postpone discussion until time has been allowed to look up the facts. See *War Cyclopedia*, under Belgium, Neutralization of; Belgium, Violation of; Belgium, Deportations; Belgium, Estates Destroyed; Belgium, Economic Destruction; Scrap of Paper. See also *The Study of the Great War*, issued by the Committee on Public Information. Use other sources if available.

Was it a good thing for Germany that she violated her treaty, or broke her promise? Did she know the danger she was exposing herself to? Why did Germany insist on passing through Belgium? The answer that is likely to suggest itself to the pupils is that Belgium is between France and Germany, and therefore had to be crossed in passing from one to the other.

Use a map to see if the German army had to cross Belgium in order to reach France. Since this is not the fact, can you suggest another reason why Germany insisted on crossing Belgium in spite of everything? A shorter route? Paris was the goal of the German army. Use the scale of miles and measure the distance straight from the Franco-German boundary to Paris. Measure the distance through Belgium to Paris. Which is shorter?

What other reason might there be? Note the surface of the country. For a clearer idea of the nature of the surface between France and Germany, examine the relief map in this issue and read the article which it accompanies. Here we find the reason which prompted Germany to break her treaty pledge, and to risk bringing England into the contest. Germany had need of haste. Russia was believed to be mobilizing. But distances are great in Russia, and transportation not of the best. If the German army could move quickly, France might be speedily brought to her knees, and the Germans might then turn to the advancing Russians.

But no army could move quickly across those western scarps. Count them. Imag-

ine a German army entering France near Metz. No wonder these great scarps are called the natural defenses of Paris. To overcome them in a few days or weeks was impossible. There was only one level route, and that lay through Belgium.

How Belgium Saved Europe

Did the German army reach Paris? Why not? If Belgium had proved false to her treaty obligations and permitted the Germans to pass unopposed, France could hardly have gathered her army in time to stop the advancing enemy, and Paris would have fallen, according to Germany's plan. But one after another of the fortified towns of Belgium blocked the way. Find on the map Liége, Brussels, Namur, Louvain. That way the Germans passed. They entered Belgium August 4, and occupied Liége August 7. Three days had been consumed. They entered Brussels August 20 and Namur August 22, and burned Louvain August 26. But for the Belgian resistance, the march from the German frontier to the gap which the Oise river makes in one of the natural defenses, could have been made in six days. Find this gap. As it was, the French and British had time to gather their armies, which met the Germans at Mons-Charleroi, August 21. Find these two places. The French and British were not strong enough to stop the Germans entirely, but they checked them for a two days' battle and then withdrew to the line of the river Marne. Here, September 6-10, was fought the battle of the Marne, one of the decisive battles of history, for the Germans were repulsed, and forced to withdraw to the Aisne.

Maps Make War News Plain

Why were the French able to stop the Germans at the Marne, but not able to break their line at the Aisne? Just as the cliffs that border the plateaus offered sharp resistance to a westward passing army, so the bed of these rivers checked one moving north and south. For these rivers do not run through gradually sloping beds. They have cut down into the limestone rock natural trenches, from three to five hundred feet deep, at the base of which the river winds over a flat floor. Limestone and chalk have been quarried in large amounts from the cliffs on either side, leaving huge caverns in which many thousands of troops may be entrenched.

Find La Fère, Laon, Rheims, Épernay, Dezanne. These have all been mentioned in war dispatches, some of them frequently. They are not towns your geography tells much about. What made them scenes of battle? The map tells. The cliff that borders the plateau nearest to Paris is broken in several places. Rivers have cut through. If the Germans could get into these breaks or gaps, they could pass along the level river floor, protected on either side by steep, overhanging banks, and rapidly advance toward Paris. But France has always known this, and has built strong forts at every gap. Find other towns that guard the gateways through the scarps. Some of them are among the most strongly fortified cities in the world.

This is only a small part of the share geography has had in this war. Be on the lookout for newspaper or magazine material that tells more.

WHAT UNCLE SAM DOES WITH WAR SAVINGS STAMPS

Ten Certificates, filled with twenty War Savings stamps each ($830) will feed an entire crew of a torpedo-boat destroyer while convoying to Europe a transport loaded with our boys.

One Thrift stamp (25 cents) will pay for a soldier's identification tag, which may save him from an unknown grave. Two Thrift stamps (50 cents) will buy a trench-digging tool which may save his life.

One War Savings certificate filled with twenty stamps ($83) will feed an entire crew of one of our torpedo-boat destroyers on the day they catch a submarine.

One War Savings stamp will feed a soldier or sailor for a week or buy gas for an hour's flight in an airplane.

One certificate filled with twenty stamps ($83) will pay for two depth bombs to sink a submarine.

Four War Savings stamps will manufacture a rifle for one of our boys.

One War Savings stamp ($4.19) will buy 100 rifle bullets.

Three War Savings stamps pay for an overcoat or a gas mask.

OVER THE TOP SINGING

That's the way our soldiers go into battle, and they say nothing terrifies the Germans more than these singing armies. A singing army cannot be beaten. That's the way we are doing our part at home, heads high, brave hearts, all together. A singing nation cannot be beaten. Teach the boys and girls to sing the great national songs and favorite choruses that are carrying us over the top. They will be sure to like this round, to the tune of "Are You Sleeping, Brother John?"

Are you saving, are you saving,
Right along, right along?
Saving stamps will help you
Ring the bells for freedom,
Ding, ding, dong, ding, ding, dong.

You will find it, words and music, in "Four Minute Singing," Bulletin No. 38, issued by the Committee on Public Information. "America, the Beautiful" is in it, too, and the new Dixie, and a dozen others you will want to sing. Send for a copy of the bulletin.

GRACE AT TABLE

Here we gather, dear All-Father,
Round Thy table to be fed,
'Tis Thy gift—our daily bread.

As we gather to be fed
Nations plead for daily bread—
Fighting son and anguished mother,
Orphaned children—all together
Pray to Thee for daily bread.
At Thy common table, Father,
Ask we all for daily bread.

God, All-Father, hear our prayer!
Move our hearts and minds to share
With Thy children at Thy table
This Thy gift of daily bread—
Sacred gift of daily bread!

Lest they perish, swift and eager
Share we now our daily bread.
Give through us, O great All-Father,
To Thy children, daily bread!

—*Sarah Louise Arnold.*

Upper Grades and High School

THE WAR IN THE WEST AND ITS GEOGRAPHY

Major Johnson's article affords a good opportunity to show the pupils how the physical features of northwestern Europe determined the Germans to attack France through Belgium instead of directly over the Franco-German frontier; how the series of ridges along which the Germans attacked at Verdun aided the French in holding the Hun back; and how the erosion of the heights to a lower level a few miles to the southeast of Verdun, permitted the Germans to drive the French from the low ridges at that point. The enemy troops advanced in a long triangle to St. Mihiel shortly after the outbreak of the war. This salient has only within the past few weeks been restored to France through the splendid work of General Pershing and the American Army.

Revive the Moulding Table

The best way to teach the topography of the front and its relation to campaigns is through the use of the moulding table. The modeling of physical maps has unfortunately gone out of fashion in recent years, but here is a fine chance to revive it. Each pupil should have a board or heavy piece of pasteboard. Draw the outline of the region first, then, using the map showing the physical features of northern France, build up the relief map.

The material used should be either clay or papier-maché. Wet sand will not hold together after it dries, and there will not be time to make a new map every time it is needed. Flour and salt make a good combination, but should not be used in view of the food shortage.

The map should clearly show the series of five gentle slopes, rising in succession toward the east of Paris, each dropping suddenly, leaving a high cliff or escarpment, up which the Huns would have had to force their way if they had come directly over the frontier.

The deep steep sided trenches cut through the plateau by the east and west flowing rivers should be plainly shown. These afford a successive series of defenses against an army advancing either from the north or from the south.

Finally, the broad, level plain of northwestern Belgium and France should show the opportunity for the invasion of France that was afforded to the Germans. This opportunity they took, although it involved a journey of about 250 miles as against only 170 miles if they had invaded France directly, and although it also involved the ruthless breaking by them of a sacred treaty obligation and so dishonored their country forever in the eyes of the world.

The use of these relief maps will enable the students to see much more clearly than in any other way, not only the progress of military movements, but also the difficulties or advantages of surface structure that may affect the progress of the American and Allied Armies in driving back the Hun. By its use it will be easy to explain why some military advances are rapid and why some are slow. Indeed, as the Germans are pushed back toward the Rhine, the pupils by reference to relief maps may, perhaps, be able to predict certain phases of the movement.

The War Map

Be sure that the boys and girls keep up the study of the map, with each issue of National School Service. Have them copy the map and use the copy as a basis on which to record the daily advances of the succeeding two weeks.

It would also be a good plan to have a map of Western Europe drawn to approximately the same scale as the map of the battle front. On this there would be indicated the location of the battle front with respect to the whole of France and Belgium. The rapidly decreasing amount of territory still held by the Germans as compared with the rest of France could also be shown.

WHAT'S AN AEROPLANE?

Here's the answer, published in the *American Boy*. That is, it tells what materials are necessary for a single aeroplane of the simpler type, not counting any of the materials necessary for the engine:

Nails	4326	
Screws	3377	
Steel stampings	921	
Forgings	798	
Turnbuckles	276	
Veneer	57	sq. ft.
Wire	3262	ft.
Varnish	11	gallons
Dope, or waterproofing	59	gallons
Aluminum	65	pounds
Rubber	34	ft.
Linen	201	sq. yds.
Spruce	244	ft.
Pine	58	ft.
Ash	31	ft.
Hickory	1½	ft.

The figures are from the Aviation Section of the Signal Corps.

It is heresy to say that Germany cannot be beaten. Germany can be beaten. Germany must be beaten. Germany will be beaten.—*General John J. Pershing.*

THE HISTORY OF THE WAR IN HIGH SCHOOLS

The week of October 13 should bring us to the story of Germany as part of the preliminary history of the war. The previous week should have covered the Balkan situation in general, and, in particular, the wars of 1912 and 1913. It is important that the following facts should be emphasized: (1) the winning by the Balkan states, including Greece, of their independence from Turkey through a series of revolutions beginning about one hundred years ago; (2) the mixture of races in the region, leading to strong national feeling and equally strong international jealousies; (3) the rivalry between Russia and Austria for control over the Balkans; (4) the Pan-Slavic Movement, and the opposition to it by the Central Powers, and especially by Austria.

In discussing the two Balkan wars, it should be noted that the defeat of Bulgaria in the Second Balkan War, resulting in the loss of much territory, was an important cause for her entering the present war on the side of the Central Powers. Perhaps it would be better to say, on the side of whoever was fighting Serbia, Roumania, and Greece. It should also be pointed out that, in the first war, Germany had supported Turkey, while in the second, both Germany and Austria encouraged Bulgaria in her attitude toward her neighbors. But Turkey and Bulgaria were defeated and the Central Powers had lost much prestige in Europe and particularly in the Balkans. They were quite certain to take steps to recover this lost prestige at the earliest opportunity.

The story of Germany may be divided into two parts. The first might cover an outline of German history down to the Franco-Prussian War; the second, the history and government of the German Empire and Prussia from 1870 to the present.

A most satisfactory outline for this period may be found in "The Study of the Great War" pages 13-16.

WHY WE WENT TO WAR

To keep America free.

To help the rest of the world, which was attacked by Germany for the sake of profit and power.

To stop Germany from killing American women and children on the open ocean.

To stop Germany from stirring up war between this country and Mexico and Japan.

To stop Germany from burning buildings, blowing up factories and killing workmen in this country.

To keep honor and fair play alive among nations, so that the weak nation may live without hurt from the strong and that the word of a nation shall be sacred and not, as Germany declares, a mere scrap of paper.

To keep the laws of God and man alive in the world, so that Germans like other people shall see that the duty of a man to all mankind is greater than his duty to the German state; so that Germans like other people shall see that might does not make right.

The Council of National Defense.

ATHLETICS DURING THE WAR

High Schools as well as colleges will be interested in learning the attitude of the War Department toward the question of athletics.

In a letter to institutions having Student Army Training Corps units, the Committee on Education and Special Training states that it will be the policy of the committee strongly to encourage athletic sports within the institution, as well as among neighboring institutions in cases when the distances are so short as not to interfere with the weekly schedules of academic and military training.

On the other hand, the Department officials feel that the specialized training and extended trips involved in athletic sports as formerly conducted are inconsistent with the soldiers' program of drill and study.

QUESTIONS ON WAR GEOGRAPHY

Paris is said to have eight natural defences. How many of them can you find?

What is meant by the Paris basin?

Which do you think would be easier, for the French to push the Germans toward the east, parallel with the trenches of the Marne, the Aisne, and the Moselle; or to push them northward across the deep trenches made by these rivers?

From a study of the map, try to determine what would be the best route for the American Army to take into Germany, in the region near Metz.

USE VICTORY FLOUR

It is still necessary to save wheat. The Allies are going to use 20 per cent of substitutes in their bread and the United States Food Administration asks us to do the same.

In order that the mixed flour may be easily obtained with the proper percentages, the Food Administration has arranged for the manufacture and distribution of a flour known as "Victory Mixed Flour" which will be composed of wheat and other flours in accordance with the international agreement.

Tell the boys and girls about it, and tell them to ask their mothers to order Victory Mixed Flour.

In the domestic science classes in high schools and elementary schools, every recipe in which flour is used should provide for the use of Victory Mixed Flour.

THE BATAVIA, ILLINOIS, PLAN OF WAR ACTIVITIES

Superintendent H. C. Storm, of Batavia, Illinois, has organized his teaching force into committees, each concerned with a special phase of war activity, as follows: Red Cross, war finances, food conservation, war information, correlation of war with studies, and a "new ways" committee. The Red Cross committee attempts to have each classroom specialize on one thing at a time. The war finances committee advertises the Loan, promotes purchase of savings stamps, and plans entertainments for the Red Cross. The war information committee picks out and recommends the best books and magazine articles for school use, listing by grades those appropriate for children and high school students. The correlation committee seeks ways of using war material to help the work in history, geography, arithmetic, and composition. The food conservation committee collects and organizes information on food conservation suitable for school instruction. The new ways committee has the most responsible task of all. It seeks to discover what new activities the school can and should undertake. Suggestions are constantly appearing from many sources. The committee is expected not only to recommend practicable plans, but to report against those which will interfere with the schools' regular functions, directing these toward other local organizations.

WAR LECTURES AND LANTERN SLIDES

Within a year and a half America has created an enormous army and has transported a large number of men to the battlefront in France. The undertaking was a tremendous one and the progress which has been made fills every loyal American with pride. How has this great war work been accomplished? The war lectures and lantern slides prepared by the Committee on Public Information tell and vividly illustrate the story. Eight series of lantern slides, each accompanied by a printed lecture, are ready for distribution.

The Call to Arms alludes briefly to the causes for America's entry into the war and illustrates the transformation, in our cantonments, of America's peace loving young manhood into a huge army of efficient fighting men. *In Trenches and Trench Warfare,* one gets a view of building trenches; the means of communication used in them; the implements of trench warfare—hand grenades, rifle grenades, gas and gas masks, liquid fire, and trench mortars.

Airplanes and How They Are Made illustrates types of airplanes, the making of the various parts, and the progress of the Government in this branch of the service. The training of aviators and the experiences they have on the battlefront are treated in the lecture, *Flying for America.*

Our soldiers could not be transported to France without ships. The story of the way in which the Government has met this transportation problem is told in *Building a Bridge of Ships.* This lecture also contains a description of the building of wooden, steel, and concrete ships.

$6,000,000,000

This is the amount called for in the Fourth Liberty Loan.

It is the largest single amount ever requested by any Government for any purpose.

It is asked for the largest and noblest purpose that ever engaged the energies and aspirations of a great Nation.

Six billion dollars is a huge sum—but it is paltry when compared with the human value of the ideals that are at stake.

The sum asked for will be raised—and as much more as may be needed to crown with enduring victory the cause of Freedom and Democracy.

The American Navy is the story of the expansion of our naval personnel, in seventeen months, from 82,000 men to approximately 600,000 men, with illustrations of the types of war vessels, including submarines and submarine activities.

The Navy at Work describes the measures which have been taken in conjunction with the Allied fleets to remove the submarine menace and to guard our troop ships safely across the ocean. The series of lectures ends with *Transporting the Army to France,* which tells the story of the sending of 1,700,000 American soldiers across the submarine-infested ocean with a loss of fewer than 300 men.

These lectures have been prepared for use in the schools. Superintendents and teachers will find them just what they need to give their pupils an intelligent conception of the way in which America has prepared for the greatest war in history.

1. The Call to Arms, with 58 slides, price	$8.70
2. Trenches and Trench Warfare, with 73 slides	10.95
3. Airplanes and How They Are Made, with 61 slides	9.15
4. Flying for America, with 54 slides, price	8.10
5. Building a Bridge of Ships, with 63 slides	9.45
6. The American Navy, with 51 slides, price	7.65
7. The Navy at Work, with 36 slides, price	5.40
8. Transporting the Army to France with 63 slides	9.45

Address all requests for lectures and slides and make all money orders payable to the Department of Slides, Committee on Public Information, Washington, D. C. Request for further information concerning the lectures and slides should be directed to the Division of Civic and Educational Publications, Washington, D. C.

If the Government is to raise six billion dollars, what is your share? The soldiers you know are counting on you.

CHILDREN OF SCOTLAND THANK AMERICA

When you ate cornbread once or twice a day or did without wheat bread altogether during the spring and summer you often wondered no doubt if it counted. The other day there came to the Food Administration some little notes from boys and girls in Scotland. They wrote to "render thanks," as they said, for the help America has given in the war.

William Falconer writes: "We, the children of Scotland, beg to thank the people of America for becoming an ally of Great Britain. If your ships did not bring us supplies of food we would be ere now starving. Although most kinds of foodstuffs are rationed, we still get plenty to keep us fit and healthy. We praise your brave sailors for defying the danger of enemy submarines, to bring us wheat, sugar and suchlike foodstuffs, which we cannot produce."

Another little boy, of Aberdeen, says: "Much of our food has been rationed and yet we cannot grumble, for we still receive the necessaries of life. . . . The men of America, and the nurses are always cheery and bright, and we are charmed to see them in our city."

These letters tell you that your economy did count. We know that it must go right on if these Scotch girls and boys and all the other girls and boys among the Allies are to be fed. This letter from Stoneyburn tells how even the rations give out ahead of time: "I miss all my puddings and nice sweetmeats, but we can live without them and I will economize as much as possible. When Saturday or Sunday comes, our sugar, butter, and jam are finished and we must wait till Monday before we can receive our rations. It is a hard time, but if we mean to win this war we must take what comes, as long as it helps to shorten the war."

All of the dollars in the world cannot buy victory. Victory is not purchasable—we must work for it, and if need be, die for it. Dollars can work for victory only in so far as they are converted into labor and materials.

WAR SAVINGS LIMIT LIFTED

The sales of War Savings stamps will continue during the year 1919, according to an announcement made by the Treasury Department. Every teacher and other War Savings worker will be interested in the following statement made in a recent letter by Secretary McAdoo to the Chairman of the ways and means committee of the House:

> The time has come to make provision for the sale of War Savings certificates in 1919. The limit of $1000 on the amount which may be sold by any one person should be made to apply separately to the series which will be issued in 1919, so that one holder may own $1000 of that series in addition to $1000 of the series of 1918. At the same time the limit of $2,000,000,000 now imposed on the aggregate amount of the issue should be enlarged, or, better, removed.

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POISON GAS A GERMAN WEAPON

Methods of Using "Mustard" and Other Poisonous Gases—Masks and Respirators Protect Our Soldiers

During the engagement near Ypres on April 22, 1915, the German army introduced the use of poisonous or asphyxiating gases. This has well been described as a method of warfare up to this time never employed by nations sufficiently civilized to consider themselves bound by international agreements.

Germans Use Poison Gas at Ypres

The Germans installed in their trenches large cylinders filled with compressed chlorine gas from which bent tubes extended over the parapets. A light wind was blowing toward the Allies. The valves were opened, and the cloud of stifling gas rolled on. The Germans claimed 6,000 dead, and as many more prisoners, as a result of this attack. For this method of warfare, which was expressly forbidden by The Hague Regulations, which regulations were assented to by the Germans, the British were entirely unprepared. A week earlier the Germans had announced that the British were using asphyxiating gases, but this was merely the usual German falsehood, designed to give the appearance of retaliation to their own breach of international law.

In self-defense the Allies were compelled to use the new weapon, and the use of gas soon became general. The Turks, however, have made no use of either poisonous gases or liquid fire in Palestine and Mesopotamia; hence the British likewise, in those regions, have refrained from the use of such weapons.

Twenty Kinds of Poison Gases

Poison gases which affect the lungs, corrosive liquids like bromin, tear gases, sneeze gases, altogether twenty different gases and liquids, have been used by the Germans. Gas is now used in different ways. The gas cloud, as first employed

Men and Horses Masked in Fighting Zone

by the Germans, is still resorted to; but the explosive gas shell used in bombardment, the aerial bomb, and the hand grenade, are more commonly used. Gas so used is generally in liquid form, but evaporates rapidly when exposed to the air.

Deadly "Mustard" Gas

Within the last year much has been heard of "mustard" gas. This was employed by the Germans late in 1917, but they first

(Continued on page 2)

CONTROLLING SPANISH INFLUENZA

The Public Health Service Sends Special Message to the Teachers of America

The present nation-wide interest in the spread of "Spanish" influenza offers an exceptional opportunity to teachers to bring home to their pupils a realization of the way in which many diseases are spread; namely, *through the inhalation of tiny droplets of germ-laden mucus sprayed into the air by careless or ignorant persons who cough or sneeze without covering the mouth with a handkerchief.*

This is the ordinary way in which tuberculosis, scarlet fever, diphtheria, measles, bronchitis, pneumonia, whooping cough, and common colds are spread from person to person. No other single measure will help so much to reduce the prevalence of sickness among school children as the inculcation of good hygienic habits along these lines.

What Is Spanish Influenza?

The disease called "Spanish" influenza resembles a very contagious kind of cold accompanied by fever, pains in the head, eyes, ears, back, or other parts of the body, and a feeling of severe sickness. In most of the cases the symptoms disappear after three or four days, the patient then rapidly recovering; some of the patients, however, develop pneumonia, or inflammation of the ear, or meningitis, and some of these complications result fatally. Whether this so-called "Spanish" influenza is identical with

(Continued on page 2)

The School Children of Rheims Have Had to be Protected Against German Frightfulness

POISON GAS A GERMAN WEAPON

(Continued from page 1)

used it in large quantities and effectively in the drive beginning March 21, 1918.

Mustard gas, the deadliest instrument of warfare yet devised, is not a gas, but an amber fluid of a faint, sweetish, not unpleasant odor. It is no more volatile than turpentine. It kills by inhalation and maims or blinds by contact. When an official British statement in April, 1918, contained a line that Armentières was "full of gas" and that neither side could enter there, it meant that Armentières was full of mustard gas. The gutters ran with the reddish-brown liquid. Phosgene and other poisons evaporate so readily that they do not make any spot untenable for more than a few hours, but "mustard" lingers from two to four days, depending on weather conditions. British "Tommies" gave this gas its name.

No mustard enters into its composition, but a drop of it on a soldier's sleeve penetrates to the skin, and after some hours blisters like mustard. It is the more dangerous since the odor is neither pronounced nor unpleasant. The vapors from the liquid can be inhaled without any immediate discomfort. The later effect has been called "chemical pneumonia." The symptoms are similar—high fever, stertorous breathing, and sometimes stupor. Autopsies have shown that the effect of the gas on the lungs has been such that the tissues break down like wet paper.

Another danger of mustard gas is from contact. A soldier walking along a trench which has had a sprinkling of it rubs his shoulder against the side of the trench, and a tiny drop gets on his coat. It looks like a drop of oil. It soon penetrates the cloth to the flesh, but at first only causes a slight smarting. It is not until hours afterwards that the full effects are apparent. Then the flesh becomes puffy and red; the tissue swells enormously. The effect is similar to a very deep burn.

Defenses Against Gas

Generally speaking, adequate defense against "gassing" is provided by the gas mask and respirator, one or both of which form part of the equipment of all troops in active service. The usual form of mask is a bag worn over the head and impregnated with chemicals, or a box slung on the chest, with nosepiece, breathing tube, and goggles attached. As further protection, special underwear, chemically treated to resist poisonous gases, is now supplied to American troops, and a neutralizing ointment is furnished to rub on the body where mustard gas is likely to penetrate the clothes. The chemical study of the constituents of masks taken with enemy prisoners is an important part of the scientific work in gas warfare.

Even Animals Masked

Soldiers and draft animals working near the front line are constantly provided with masks, which are inspected regularly; and every soldier is thoroughly drilled in the adjustment of his gas mask and trained in gas defense before he enters the zone of fire. So effective are these protective measures that cases of gas poisoning among the Allies and Americans are becoming comparatively rare.

Americans in France Throwing Hand Grenades Before Gas Clouds Arrive

American Soldiers in First-line Trenches in Lorraine Sector

CONTROLLING SPANISH INFLUENZA

(Continued from page 1)

the epidemics of earlier years is not yet known.

Epidemics of influenza have visited this country since 1647. It is interesting to know that this first epidemic was brought here from Valencia, Spain. In 1889 and 1890 an epidemic of influenza, starting somewhere in the Orient, spread over practically the entire civilized world.

How Recognized

There is as yet no certain way in which a single case of "Spanish" influenza can be recognized. On the other hand, recognition is easy where there is a group of cases. In contrast to the outbreaks of ordinary coughs and colds, which usually occur in the cold months, epidemics of influenza may occur at any season of the year. Thus the present epidemic raged most intensely in Europe in May, June, and July. More-

over, in the case of ordinary colds, the general symptoms (fever, pain, depression) are by no means so severe or so sudden in their onset as they are in influenza. Finally, ordinary colds do not spread through the community so rapidly or so extensively.

In most cases a person taken sick with influenza feels sick rather suddenly. He feels weak, has pains in the eyes, ears, head, or back, and may be sore all over. Many patients feel dizzy, some vomit. Most of the patients complain of feeling chilly, and with this comes a fever in which the temperature rises to from 100 to 104. In most cases the pulse remains relatively slow.

What Should Be Done

It is very important that every person who becomes sick with influenza should go home at once and go to bed. If there is cough and sputum or running of the eyes and nose, care should be taken that all such discharges be collected on bits of gauze or rag or paper napkins and burned. If the patient complains of fever and headache, he should be given water to drink, as cold compress to the forehead, and a light sponge. Only such medicine should be given as is prescribed by the doctor. It is well known that an attack of measles or scarlet fever or smallpox usually protects a person against another attack of the same disease. This appears not to be true of "Spanish" influenza.

Guard Against Influenza

In guarding against disease of all kinds, it is important that the body be kept strong and able to fight off disease germs. This can be done by having a proper proportion of work, play, and rest; by keeping the body well clothed; and by eating sufficient, wholesome, and properly selected food. In connection with diet, it is well to remember that milk is one of the best foods obtainable for adults as well as for children. The value of fresh air and of open windows can not be over emphasized. One should spend some time out of doors each day, walk to work if practicable.

"Cover up each cough and sneeze,
If you don't you'll spread disease."

GUARD AGAINST INFLUENZA

Influenza is spread by droplets sprayed from the nose and throat.

Cover each cough and sneeze with handkerchief.

Avoid crowds.

Get plenty of fresh air.

Do not spit on the floor or on the sidewalk.

Do not use common drinking cups and common towels.

Avoid excessive fatigue.

If taken ill, go to bed and send for a doctor.

Walk to work, if possible.

These rules apply also to colds, bronchitis, pneumonia, and tuberculosis.

GERMAN EMPIRE MEETS REVERSES ON ALL FRONTS

Peace Proposal of Imperial Germany Calls Forth Pointed Inquiries From President Wilson

Bulgaria, the last of Germany's minions to enter the Quadruple Alliance, is the first to leave it. The rapid advance of the allied army, which effected the capture of Prilep on September 23 and of Veles and Ishtib three days later, completely cut the Bulgarian army in two, leaving one part to retreat through Serbia and the other toward Sofia. The invasion of Bulgaria itself was threatened both by the victorious Serbian army from the west and by the British troops in the region of Lake Doiran. Realizing that the army was defeated beyond recovery and that the internal situation was extremely threatening, the Bulgarian Premier, M. Malinoff, on September 27, proposed an armistice.

DRAWN IN MAP DEPARTMENT, NATIONAL GEOGRAPHIC SOCIETY, WASHINGTON, D. C.

Map Showing Allied Progress on Macedonian Front from July 6 to September 30

Terms of Bulgarian Armistice

Two days later at Saloniki, the Bulgarian representatives accepted the demands of the allied governments to evacuate all Greek and Serbian territory; to demobilize their army; to surrender all means of transportation, including boats on the Danube River; and to concede to the Allies free passage through Bulgaria for military operations. The agreement was purely military and the ultimate disposition of territory was left to the general peace conference at the close of the war. A few days after the armistice was signed, Czar Ferdinand abdicated in favor of his son, Boris.

Serbians to Recover Country

On account of the withdrawal of the Bulgarian troops from Serbian soil, the Austrians have already been compelled to begin the evacuation of Albania in order to meet the allied armies which have captured Uskup and Vranje and are pushing steadily northward in the direction of Nish. Indeed the entire recovery of their country seems now well within the reach of the gallant Serbian army.

From the international standpoint, also, Bulgaria's action is of great importance. If communications can be established with Roumania, the possibility of that country's reëntry into the war is suggested. Certain it is that Germany's dream of a Berlin to Bagdad railway has disappeared almost overnight. Furthermore, unless the Germans succeed in retaining the entire railroad through Bulgaria to Constantinople or unless they keep complete possession of the Danube River, neither of which seems probable, Turkey will be completely cut off from Germany and will be open to the attack of the Allies from all sides. "We will soon direct our blow at Constantinople, and the vanquished Turk will be thrown once and for all into Asia," recently declared General Franchet d'Esperey, allied commander-in-chief in Macedonia.

Brilliant Campaign Against Turkey

The attack against the Turkish position begun by General Allenby on September 19, has been the most disastrous to the enemy of any in the great war. The Turkish army has been everywhere overwhelmed. The British and French troops rapidly pushed their way northward through the historic towns of Haifa and Acre on the Mediterranean Sea, and through Nazareth and Armageddon in the interior, until on October 1 they surrounded and captured the city of Damascus and took 7000 prisoners. Thus within a fortnight the allied troops have effected an advance of 175 miles from their former line north of Jerusalem and the remnants of the Turkish army are in full flight northward. The number of Turkish prisoners taken by the allied army exceeds 71,000 not including 8000 reported to have been captured by the

Arabs east of the Jordan. The casualties of the allied army are said to be less than one tenth of this number.

Turkey's Surrender Probable

By this short but remarkable campaign, the capture of Beirut, the important seaport terminus of the railroad line from Damascus, became an immediate possibility. Indeed the great railway objective of Aleppo, lying 250 miles further to the north, may fall to the Allies before Christmas. To be sure the intervening territory is rough and difficult of access, but the Turks have been so badly beaten that they will probably be unable to reform a line of defense. Now that the Turks can expect no further assistance from Germany because of Bulgaria's defection, and because the city of Constantinople itself is open to attack from the Bulgarian frontier, it is very likely that the Turks will see fit to follow Bulgaria's action and surrender unconditionally.

Fierce Struggles on Western Front

On the western front the greatest battle of the war has been raging with increasing fury from the Belgian coast to Verdun. Since September 27 the French and Americans have made important advances over a front of forty miles on the western and eastern sides respectively of the Argonne Forest. Fifteen thousand prisoners were captured and important railway junctions taken. This attack was followed by a mighty blow against the bastions of Cambrai and St. Quentin. Both cities have fallen to the Allies and the German lines beyond these strongholds have been badly broken. This offensive together with the French advance in the Champagne has caused a further withdrawal of German troops along the Chemin des Dames and has placed the forts of La Fère and Laon in a dangerous pocket.

The Heroic Belgian Army

In Flanders the heroic little Belgian army, powerfully aided by the British, has also begun an offensive which within a few days gained more territory than was won by the British in the same region last year during several months. The important railway junctions of Roulers, Thourout, and Menin seem almost within the grasp of the Belgians. If this advance continues but a few miles the Germans will be compelled to give up their sea bases at Ostend and Zeebrugge. The effect of this offensive on the Lille salient is also extremely important. Already the Germans have evacuated a deep strip on a twenty-mile front, including the towns of Lens and Armentières. Indeed the Germans are rapidly losing the rich coal regions which they have held since the beginning of the war.

Hindenburg Line Broken

Of equal importance to the Allies have been the enormous losses inflicted on the German army. Instead of pursuing the safer policy of retiring to the French border before joining in the death grapple, the German military leaders made a stand on the so-called Hindenburg line with the result that this system of defense has been broken in a number of places and that German reserves are being rapidly exhausted. In the week ending October 3, the Allies captured 60,000 prisoners and 1000 guns on the western front. The total number of prisoners taken from the Germans in the west since July 15 now approaches 275,000.

Germany Proposes Peace Parley

The successive defeats in Bulgaria, Palestine, and on the western front have profoundly affected Germany. The Hertling ministry, recognizing its inability to meet the crisis, has resigned. The Emperor has

named as chancellor Prince Maximilian of Baden, a leader of the moderates who last January declared that all ideas of conquest must be abandoned. On October 6, the Imperial German chancellor transmitted a note to President Wilson, through the Swiss Government, announcing that Germany desired to open peace negotiations, that it accepted President Wilson's principles as set forth in his speeches of January 8 and September 27, 1918, as a basis for a peace parley, and that it desired "the immediate conclusion of an armistice on land and water and in the air."

President Wilson's Inquiries

On October 8, President Wilson sent a note to Germany in which he asked: "Does the Imperial Chancellor mean that the Imperial German Government accepts the terms laid down by the President in his address to the Congress of the United States on the 8th of January last and in subsequent addresses, and that its object in entering into discussions would be only to agree upon the practical details of their application?" He insisted that "The good faith of any discussion would manifestly depend upon the consent of the Central Powers immediately to withdraw their forces everywhere from invaded territory." Finally, he stated, "The President also feels that he is justified in asking whether the Imperial Chancellor is speaking merely for the constituted authorities of the Empire who have so far conducted the war."

SELL YOUR CHILDREN OR LET THEM DIE

The Cold-Blooded Prussian System as Revealed in Poland, Belgium, and Serbia

A proclamation issued by Governor-General von Beseler, the German military ruler of conquered Poland, contains this passage:

"The Government suggests that mothers having children should send them to Germany to have them brought up and educated. Mothers who are willing to make this arrangement will receive the sum of 150 marks ($37.50) for a boy and 100 marks ($25.00) for a girl. No other aid will be given."

The obvious purpose of the German Government was to exterminate the Polish population and to repeople the land with Germans.

Commenting on another proclamation by Governor General von Beseler offering Polish husbands and fathers the choice between going to Germany and working there or seeing their families starve, Mr. Frederic C. Walcott, who administered American relief in Poland before our entrance into the war, says:

"When a Pole gave me that proclamation, I was boiling. But I had to restrain myself. I was practically the only foreign civilian in the country and I wanted to get food to the people. That was what I was there for, and I must not for any cause jeopardize the undertaking. I asked Governor General von Beseler, 'Can this be true?'

"'Really, I cannot say,' he replied. 'I have signed so many proclamations; ask General von Kries.'

"So I asked General von Kries, 'General, this is a civilized people. Can this be true?'

"'Yes,' he said, 'it is true'—with an air of adding, 'Why not?'

"I dared not trust myself to speak; I turned to go.

"'Wait,' he said. And he explained to me how Germany, official Germany, regards the state of subject peoples.

Cruelty of Official Germany

"Even now I find it hard to describe in comprehensible terms the mind of official Germany, which dominates and shapes all German thought and action. Yet it is as hard, as clear-cut, as real as any material thing. I saw it in Poland, I saw the same thing in Belgium, I hear of it in Serbia and Roumania. For weeks it was always before me, always the same. Officers talked freely, frankly, directly. All the staff officers have the same view.

"Let me try to tell it, as General von Kries told me in Poland, in the midst of a dying nation. Germany is destined to rule the world, or at least a great part of it. The German people are so much human material for building the German State. Other people do not count. All is for the glory and might of the German State. The lives of human beings are to be conserved only if it makes for the State's advancement, their lives are to be sacrificed if it is to the State's advantage. The State is all, the people are nothing.

"Conquered people signify little in the German account. Life, liberty, happiness, human sentiment, family ties, grace, and generous impulse—these have no place beside the one concern, the greatness of the German State.

"Starvation must excite no pity; sympathy must not be allowed, if it hampers the main design of promoting Germany's ends.

"'Starvation is here,' said General von Kries. 'Candidly, we would like to see it relieved; we fear our soldiers may be unfavorably affected by the things that they see. But since it is here, starvation must serve our purpose. So we set it to work for Germany. By starvation we can accomplish in two or three years in East Poland more than we have in West Poland, which is East Prussia, in the last hundred years. With that in view, we propose to turn this force to our advantage.'

"'This country is meant for Germany,' continued the keeper of starving Poland. 'It is a rich alluvial country which Germany has needed for some generations. We propose to remove the able-bodied working Poles from this country. This leaves it open for the inflow of German working people as fast as we can spare them. They will occupy it and work it.'

"Then, with a cunning smile: 'Can't you see how it works out? By and by we shall give back freedom to Poland. When that happens Poland will appear automatically as a German province.'

"In Belgium, General von Bissing told me exactly the same thing: 'If the relief of Belgium breaks down we can force the industrial population into Germany through starvation, and colonize other Belgians in Mesopotamia where we have planned large irrigation works. Germans will then over-run Belgium. Then when the war is over, and freedom is given back to Belgium, it will be a German Belgium that is restored. Belgium will be a German province and we shall have Antwerp, which is what we are after."

WAR'S RECOMPENSE

Ye that have faith to look with fearless eyes
Beyond the tragedy of a world at strife,
And know that out of death and night shall rise
The dawn of ampler life,
Rejoice, whatever anguish rend the heart,
That God has given you a priceless dower,
To live in these great times and have your part
In Freedom's crowning hour;
That you may tell your sons who see the light
High in the heavens—their heritage to take—
"I saw the powers of Darkness put to flight,
I saw the morning break."

[This poem was found on the body of an unknown Australian soldier who died bravely fighting the Germans on the Western front in France.]

CHILDREN SAFEGUARDED IN WARTIME

President Wilson Endorses Plan to Make War Year One of United Activity for Children

To Secretary Wilson, to the Children's Bureau of the Department of Labor, and to the Woman's Committee of the Council of National Defense, our President has said in a letter of which this is part:

"I heartily approve the plan of the Children's Bureau and the Woman's Committee of the Council of National Defense for making the second year of the war one of united activity on behalf of children, and in that sense a Children's Year.

"I trust that the year will not only see the goal reached of saving one hundred thousand lives of infants and young children, but that the work may so successfully develop as to set up certain irreducible minimum standards for the health, education, and work of the American child."

Child Welfare Program

Proceeding with the sanction of the Government, the Children's Year formulates as a reasonable child welfare program for the United States:

1. Public protection of maternity and infancy.
2. Mothers' care for older children.
3. Enforcement of all child labor laws and full schooling for children of school age.
4. Recreation for children and youth, abundant, decent, protected from any form of exploitation.

This program the States have taken up with generous enthusiasm, according to Jessica B. Peixotto, specialist in child welfare of the Council of National Defense.

Thus far, two drives have been announced, the weighing and measuring test and the recreation drive. The weighing and measuring test is a plan to get at least the height and weight of every child of preschool age, a sort of stock-taking, as it were, of the children under six who had never before received community attention. The height and weight of a child indexes roughly his physical development.

Remedying Children's Defects

Next steps will be attempts in each community to remedy defects. As malnutrition is identified, defective tonsils and adenoids and similar troubles of childhood that limit health for life are more frequently and accurately discerned, follow-up work is beginning. Some twenty-five of the States are actively pushing programs for 100 per cent birth registration; for better prenatal care; for better obstetrical care; for more infant welfare stations and other health centers. Most of all, a persistent campaign is being conducted for a public health nurse in every county of every State in the Union.

Leisure Hours Protected

The second drive calls for protected leisure hours. It seemed especially important this year that the nation's children be guarded with more than ordinary watchfulness during the summer vacation. The current facts of English life, of life in France, as well as happenings noted in our own country, show that war increases the risks of idle hours, of juvenile delinquency, and of physical deterioration.

WAR LABOR POLICIES BOARD PROTECTS CHILDHOOD

Increasing demands for children in war industries have led the War Labor Policies Board, which speaks officially for the industrial agencies of the Government, to define its position in part by the following anti-child labor regulations:

1. No child under fourteen years of age shall be employed on war work.
2. No child between fourteen and sixteen years of age shall be employed more than eight hours a day, nor before 6 a. m. nor after 7 p. m., nor more than six days a week on war materials.

To recruit children of fourteen or sixteen years of age for industry is ignoring their future value as trained workers. Neither the patriotic desire to serve immediately nor the attraction of high wages should be permitted to draw children from school to work.

The Recreation Drive

These considerations prompted the Children's Bureau and the field division of the Council of National Defense to inaugurate and push forward a recreation drive through the coöperation of the state chairmen of child welfare and a group of some sixteen national societies.

A Patriotic Play Week was announced for the fall.

But when Patriotic Play Week is over, this will not be all that is to be done for recreation. Wisconsin has special plans for recreation institutes that are to continue until the whole state is trained to know the worth of organizing leisure-time activities. Many states are geting new playgrounds. A number are fostering community singing and pageantry. Six or seven are holding recreation exhibits at state fairs.

Teachers Asked to Help

The work of the school always profits through protection of the leisure time and the home time of children. Teachers who are interested to serve in this regard might well acquaint themselves with the work that has already been done in special communities. In each state and each community the Council of National Defense has a department of child welfare. Should it happen that little child welfare work has been done in your district, you will undoubtedly, as a worker among children, have suggestions calculated to stimulate that community's chairman into action.

THE FUEL SITUATION

The Ways and Means by Which the Fuel Administration Says Fuel Can Be Saved

We all are likely to be staggered by giant statistics. Perhaps we talk in terms of a dollars' worth of thrift stamps, but we enjoy hearing about the million dollar quota. We may think in terms of a bucketful of coal, but we like to know our saving contributes toward the three thousand tons necessary to send a fifteen thousand ton troop ship to France.

Coal, Steel, and Shells

This war of steel has made enormous demands on the fuel supply of the world, for every ton of steel requires five tons of coal in its making and transportation. We supply fuel to the industries which have almost over night turned into giant war machines, but we must also furnish fuel for an ever-increasing number of ships which have carried and will carry millions of our men to the fields of victory. We must furnish shells to the fighters. On the vast stores of shells that Pershing will store up for his swift and terrible drive into Germany, depends victory. But shells cannot be made for Pershing unless there is coal to produce steel to make the shells.

The earth holds more than three trillion tons of coal, of which America has large stores, but coal in the ground and coal in the bin form two different stories. The production of coal is being carried on at a high rate of speed, but increased production of coal cannot meet the vast war demands. Transportation facilities have also been improved, but with troop movements and increased production of almost all commodities needed for the war, railroads cannot do all that war conditions demand. The railroads themselves require millions of tons of coal. Coal is needed to transport coal.

COAL FOR VICTORY

Marshal Foch sent this message to the English miners: "Coal is the key to victory!"

The great war-genius, Marshal Foch, needs COAL.

Our miners are mining coal in amounts far exceeding all previous records—our own or those of any other nation of the world. Our railroads are distributing it as swiftly as overburdened roads can carry the coal cars.

Still there is not enough coal.

Out of your savings, if you use every possible method of fuel economy, can come COAL FOR VICTORY.

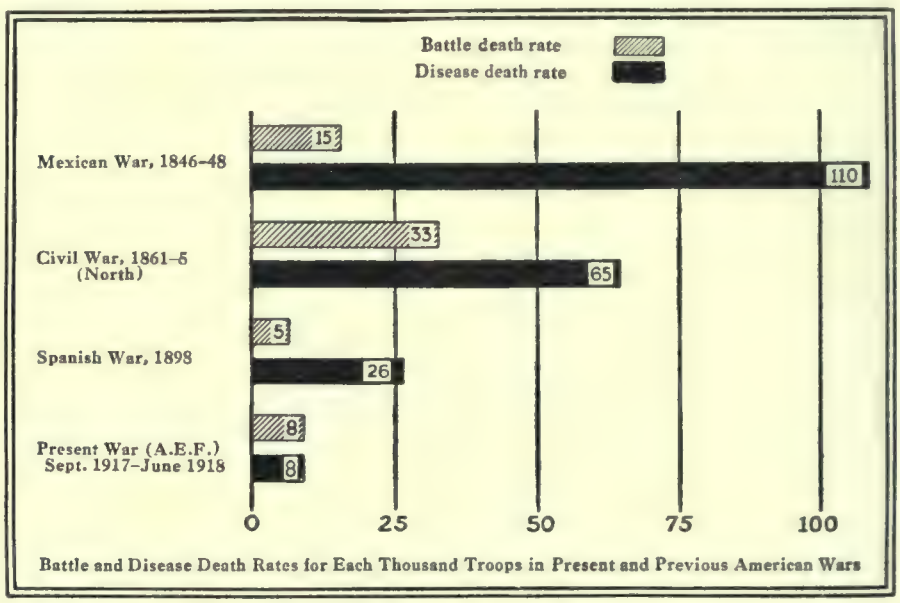
Will you save coal and thus hand the key of victory to Marshal Foch?

United States Fuel Administration

Home Saving Key to Victory

In spite of all that can be done in production and transportation, the fact remains that many million tons of coal must be saved in the households of the American people. It is something that *must* be done just as surely and determinedly as the private in the ranks *must* go over the top when the order is given.

Marshal Foch has said that coal is the key to victory. We can hasten the day for which we all long if we will listen to the plea to save every lump of coal possible. Shall we fail in the task intrusted to us? A hasty victory or a long war—which will you have? Help those who come within the radius of your influence to answer by pledging to make fuel saving an ever present thought in their minds.



Battle and Disease Death Rates for Each Thousand Troops in Present and Previous American Wars

Fuel Saving Directions

Train them in ways to save. Keep a list of ways on your desk, and emphasize each way every day. Explain carefully how the children can help save coal and how they can help their parents save.

Save coal:

By having a perfectly clean heating plant and cooking range.

By not starting a fire until it is absolutely necessary.

By keeping the rooms at a lower temperature and higher humidity thus making them more healthful.

By wearing warmer clothing.

By having sleeping rooms at lower temperature than living rooms.

By cooking many dishes in the oven at once; by using a fireless cooker, a pressure cooker, or steamer, and by cooking certain dishes on the shelf within the door of the furnace.

By closing up air-leaks in the house, weather-stripping doors and windows, and having storm doors and windows.

By having efficient incandescent gas mantles and Tungsten electric lights.

By burning wood whenever it need not be transported by railroads.

By economy in the use of all articles and commodities that must be transported by railroads or steamboats.

FIRE PREVENTION DAY

The Four Minute Men Will Conduct a Nation-Wide Campaign to Lessen Fire Losses

November the second is Fire Prevention Day. Bernard M. Baruch, Chairman of the War Industries Board, has asked the Four Minute Men of America to conduct a nation-wide speaking campaign for fire prevention during the preceding week, from October 28 to November 1. In making this request, he says in part:

> The destruction caused by fire throughout the United States is a serious obstacle to war preparations. . . . Were we to have the active co-operation of the general public in reducing unnecessary fire hazard, it would be a material assistance to the production and conservation of war supplies.

Our annual fire losses exceed a quarter of a billion dollars, and they are increasing each year. Fifteen hundred buildings are damaged by fire daily. If the charred wrecks of a single year were each placed on a lot of 65 feet frontage, they would line both sides of a street extending from New York to Chicago. Worst of all, the per capita fire losses of the United States are inexcusably large. For 1913, the year of the latest available international returns, per capita fire losses were as follows:

The United States	$2.10
France	.49
England	.33
Germany	.28
Italy	.25
Austria	.25
Switzerland	.15
Holland	.11

Since more than three quarters of our losses are easily preventable, the proper observance of Fire Prevention Day should result in greatly decreased fire losses.

Bulletin No. 41 on "Fire Prevention" issued by the Division of Four Minute Men, Committee on Public Information, 10 Jackson Place, Washington, D.C., will be helpful to teachers planning a worth-while observance of Fire Prevention Day.

AMERICA MUST SHARE SUGAR

Food Administration Shows Why Sugar Supply for Allies Must Be Saved in the United States

Every good general knows that geography has a vast deal to do with waging war. During the progress of a campaign his maps are always at his elbow, his chief aid in forecasting his own strategy and counteracting that of his enemy.

This knowledge of geography serves him in many different ways: in choosing the ground best adapted for his plans of offense or defense; in his utilization of such natural bulwarks as rivers, forests, and hills; in menacing his enemy's lines of communication; and in having his own supply bases constantly as near to him as possible.

French and English and our own commanders find that the nearer they can keep their supply and food depots to the front, the less trouble and, more important still, the less time it takes to get food up to the troops.

Suppose it takes 100 motor trucks to carry up food for the soldiers in a steady stream from a town 50 miles behind the front. If that supply base is three times as far away, it will take 300 trucks to bring up the same steady stream of food in the same time.

Prize Winning Food Producer With Trophies and Picture of Prize Garden

America Nearest Supply Depot

Now imagine identical circumstances applying to the whole of England, France, or Italy, instead of merely to their armies. The matter of distance, that is, geographical accessibility, has the same importance here as in the field. Their food base must be as near as possible; for, just as it takes the army commissariat three times as many trucks to bring up the food from a point three times as far away, so it will require three times as many ships if England, France, and Italy have to get their food with the same constancy from a point three times as far away as their nearest possible supply depot. Just at present we are that nearest supply depot for the Allies.

Take the case of sugar, for that is a good example of how this problem of distance stands today. Where did England, France, and Italy get their sugar in the past? Where can they get it now? What can we do in the matter?

Old Sources of Supply Cut Off

England used to import some sugar from the British West Indies, and large quantities from Java; but more than half of England's total came from the German Empire. And now that supply is cut off.

France and Italy used to produce much of their sugar. Their production has now dropped to less than a third of what it used to be, owing to crop failures, the invasion of the German armies, and the destruction of the sugar beet fields and factories in northern France and Italy.

Accordingly, these three nations have available only two large supply depots to which they can turn for sugar: the United States, including the Cuban and Hawaiian crops, and Java.

Fewer Ships

It is true that there is a large quantity of sugar at present in Java. But if the Allies go there for it, they will be in precisely the same position as the army which has to triple its train of available motor trucks in order to bring up food from the supply base. In other words, the Allies would have to use three times as many ships to convey a certain amount of sugar from Java in a given period as they would if they could import the same amount from the United States, only one-third as far away as Java. Putting it differently, in the time it takes a ship to sail to Java and back, that ship might have been making three trips to the United States, once bringing soldiers, once guns and munitions, and once sugar.

Now, we have the sugar to send, provided we go on the basis of share-and-share-alike with the allied nations. A portion for each person not exceeding two pounds a month will put us on that basis, and we shall be sitting down at a common table with them so far as sugar is concerned.

WHY AMERICA MUST SAVE FOOD

	Average 3-year Pre-war Shipments in Tons	Shipped Year ending July 1, 1918, in Tons	Must ship Year ending July 1, 1919, in Tons	Increase this Year over Last Year in Tons
Meats and Fats (Beef, Pork, Dairy, Poultry and Vegetable Oil Products)	645,000	1,550,000	2,600,000	1,050,000
Bread Stuffs (Wheat and substitutes in terms of grain)	3,320,000	6,800,000	10,400,000	3,600,000
Sugar (From United States and West Indies)	618,000	1,520,000	1,850,000	330,000
Feed Grains (Mostly Army Oats).....	950,000	1,950,000	2,700,000	750,000
Totals....	5,533,000	11,820,000	17,550,000	5,730,000

BOYS' AND GIRLS' CLUB WORK GROWS

With a start, only a few years ago, of a hundred or so children interested in club work, the boys' and girls' club movement under the auspices of the Department of Agriculture has developed, until in the North alone at the last report there were 614,531 young people doing club work, an increase of 207,893 over the preceding year of 1917.

With the entire country interested in food production and conservation the boys and girls through their clubs have materially added to the available supply. Eggs to the number of 35,370 dozen were produced by hens of club members in the North and 10,583 pigs were raised, giving a total of 1,797,196 pounds of pork to the country. Four hundred fifteen baby beeves were cared for with a result when they matured for 331,319 pounds of beef.

National School Service

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STATE EDITORIAL BOARDS

State Editorial Boards, each consisting of five members appointed by the State Superintendents, represent the classroom teachers of the several States.

Waste is treason. To save is to serve.

The War Labor Policies Board refuses to sanction the employment of children under fourteen and protects those between fourteen and sixteen by wholesome restrictions.

At this critical time, the epidemic of "Spanish" influenza could easily become a national peril. The schools can do much to prevent its spread. Read and heed the appeal to teachers prepared for this issue by the Public Health Service.

Teachers will do well, we believe, to preserve their copies of National School Service. The editors will find it necessary from time to time to refer to maps and articles in preceding issues. To reproduce these would be to take space that may better be used for new material. Many of the articles, also, have more than a temporary value.

Through National School Service, every teacher in the United States becomes an agent of the Government. No institution is closer to the people than is the public school. If the teacher is thoroughly alive to the possibilities, through no other channel can the needs and plans of the Government be brought more clearly and more quickly to the attention of the people. There are twenty million boys and girls in our elementary and high schools—almost one-fifth of our entire population. By using the schools as media of communication, the Government may have a personal messenger for every four or five inhabitants. Every important message regarding loans, thrift, food conservation, fuel conservation, or any other war need, should be carried by the pupils to every home in the land.

This use of the schools as a means of communication between the people and their government lays upon the teacher a serious responsibility. Each message that the boys and girls carry to their homes must be formulated intelligently and intelligibly. It must be understood and appreciated by the messengers themselves. If this means anything, it means above all that the teacher must "know" the war—the issues for which it is being fought, the causes that brought it about, the progress of its events, the conditions that will make victory certain, the reasons why any peace that falls short of a victory which will secure the aims we have set would be, in effect, a defeat for our cause. This is only another way of saying that the teacher must know a great deal more about the war than the average citizen can be expected to know. The teacher should be, in a real sense, an "authority" on war information and the policies and plans of the Government. No member of the average American community bears a more serious responsibility for clear vision and straight thinking.

In the effort to insure the largest possible educational returns from the war work, the editors will need and welcome the coöperation of the teachers. If you have worked out a good method of organizing any phase of the war activities, or of connecting these activities with the regular school studies, will you not send an account of the plan to National School Service, 10 Jackson Place, Washington, D. C.?

"Morale" means "all pulling together," each with every ounce of energy, enthusiasm, and loyalty that he can command. Modern armies have their "morale officers" whose duty it is to see that the energy, enthusiasm, and loyalty of the soldiers are kept at the highest possible pitch. The need for morale, however, is not limited to our fighting forces. We know that "coal will win the war" and that "food will win the war"; but it will take "civilian morale"—all pulling together to save fuel and food—to mobilize to the full these important commodities. In determining civilian morale, the schools of the nation occupy a most strategic position. It is for this reason that the Government recognizes the teacher as one of its most important "morale officers." It is for this reason that the Government expects so much of the teacher in the campaign for saving fuel and food.

There are thousands of teachers in the United States who do not subscribe regularly for a school paper. Many of these have learned from National School Service, which is sent free to every teacher in the land, that a journal devoted even to a single type of school work—the war activities—can be helpful to them. But the war activities constitute only one part of the school work. Important as they are, they should not in any sense overshadow or belittle the regular school work. Every teacher needs a school journal of a more general character. Every teacher needs especially a journal that deals with the educational problems of his own state. He should keep in touch with state movements in education, with school laws, with the plans and policies of the state educational leaders, and with local organizations.

ALLIED TRIBUTES TO WOMEN WORKERS

Lloyd George Compliments the Women of England

If it had not been for the splendid manner in which the women of England came forward to work in the hospitals and munition factories, in administrative offices of all kinds, and in war work behind the lines, often in daily danger of their lives, Great Britain and, I believe, all the Allies would have been unable to withstand the enemy attacks of the last few months. For this service to our common cause, humanity owes them unbounded gratitude.

President Wilson Pays Tribute to the Women of America

This war could not have been fought, either by the other nations engaged or by America, if it had not been for the services of the women—services rendered in every sphere—not merely in the fields of effort in which we have been accustomed to see them work, but wherever men have worked and upon the very skirts and edges of the battle itself.

INDUSTRY SAVES TO WIN

War Industries Board Reports Savings in Labor and Materials to Help Clinch Victory

A true fairy tale of industrial economy is told in the savings of labor and materials effected through the efforts of the conservation division of the War Industries Board. The number of styles, varieties, sizes, colors, and finishes of manufactured articles have been greatly reduced. Styles and varieties that require more than the barely necessary amount of materials have been eliminated. Unnecessary accessories and fancy articles and adornments have been discouraged. Plentiful materials have been substituted for those that are scarce. Many manufactured products have been standardized to secure proper strength and durability with a minimum of material and labor.

Voluntary Agreements to Save

These savings result from agreements made between manufacturers and trade representatives under the direction of the War Industries Board. Just as we have had to save wheat and sugar for our armies and the Allies, so we have had to save such materials as clothing, steel, rubber, copper, and tin.

Typical Estimates of Savings

It is interesting to know some of the typical estimates of savings given out by the Division of Conservation. According to reports, 5500 styles and sizes of rubber footwear have been eliminated. The sizes and types of plows and other tillage implements have been reduced from 3000 to between 600 and 700. The varieties of farm wagons have been decreased in number by 80 per cent. Buggies have been reduced to one standard type. The number of sizes and types of pneumatic automobile tires has been reduced from 287 to nine. Important savings were also made by restricting the lengths and number of styles of shoes and clothing.

Savings Contribute to Victory

By discontinuing the manufacture of metal and other attachments for vacuum cleaners, it is estimated that 125 tons of aluminum and one million feet of rubber hose are saved annually. By discontinuing the manufacture of bronze and copper caskets, 175 tons of these metals were saved. Sixteen thousand tons of steel are saved annually by substituting zinc for sheet steel in the linings of refrigerators. Over 200,000 tons of steel will be saved this coming year by using pasteboard instead of tin containers for dry foods and tobacco. Three million yards of cloth, enough for a uniform for each of 900,000 soldiers, were saved last year by reducing the sizes of cloth and clothing samples. By packing six hats in a box instead of one, one manufacturer recently reported a saving in transportation space of 342 freight cars. Six hundred cars have been released for war shipments as a result of restoring 200 yards as the proper yardage of thread per spool. These are but a few of the savings effected in the realm of industry to help insure an overwhelming victory.

GERMANY AND AMERICA COMPARED BY CHILDREN

Girls in the history class of a New York high school recently compiled the following statements which contrast German and American ideals. Almost every nationality was represented in the class.

THE GERMAN EMPIRE	THE UNITED STATES
Government	
We Hohenzollerns take our crown from God alone. Who opposes me I shall crush. He who listens to public opinion runs a danger of inflicting immense harm on the state. KAISER WILHELM II.	It is for us the living to be here dedicated to the great task remaining before us; that government of the people, by the people and for the people shall not perish from the earth. ABRAHAM LINCOLN.
Foreign Relations	
Above all, uphold the following maxim: To despoil your neighbors is to deprive them of the means of injuring you. FREDERICK THE GREAT.	The same standards of conduct and of responsibility for wrong done shall be observed among nations and their governments that are observed among the individual citizens of civilized states. WOODROW WILSON.
All treaties are concluded on the tacit understanding "until conditions change." TREITSCHKE.	Observe good faith and justice toward all nations, cultivate peace and harmony with all. GEORGE WASHINGTON.
Small Nations	
Little states have lost their right to exist. For only that State can make a claim to independence which can make it good, sword in hand. DANIEL FRYMANN, 1914.	We deem the independence and equal rights of the smallest and weakest member of the family of nations entitled to as much respect as those of the greatest empire. ELIHU ROOT, 1906.
Might and Right	
God is always on the side of the strongest battalions. PRINCE LEOPOLD OF DESSAU.	Let us have faith that right makes might and in that faith let us to the end dare to do our duty as we understand it. ABRAHAM LINCOLN.
War	
Oh, if we could only have another war soon! GENERAL VON DER GOLTZ.	War is hell. GENERAL SHERMAN. Let us have peace. GENERAL GRANT.
The Foe	
Leave to the conquered but their eyes to weep with. BISMARCK.	With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us finish the work we are in, to do all which may achieve a just and lasting peace among ourselves and with all nations. ABRAHAM LINCOLN.
Conquests	
We need colonies, and more colonies than we have already, to give vent to our surplus energies without losing them and to make our motherland economically independent. THE COLONIAL LEAGUE, quoted in the DEUTSCHE REVUE, 1912.	We have no selfish ends to serve. We desire no conquest, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall freely make. WOODROW WILSON.

Rural Schools

FUEL LESSON FOR RURAL SCHOOLS

Use two or more morning exercise periods to give the whole school a lesson on fuel conservation. In preparing this lesson have the upper grades write first to the Educational Bureau of the U. S. Fuel Administration at Washington, D.C., for a bulletin entitled *Fuel Facts* which contains valuable information on the present fuel shortage. Write also for material to your state fuel administrator whose address may be found on page 62 of the above bulletin. Then embody the following outline and suggestions in this lesson.

Why is the world short of fuel? For information on this point see *Fuel Facts*, pp. 7, 8, 9, 16, 64.

Federal and State control of fuel. The Fuel Administration and what it has accomplished. See *Fuel Facts*, pp. 9, 14 to 18, 26 to 30, 38, 43 to 45.

What can country people do to produce and save fuel?

What Farmers Can Do

1. Use wood instead of coal. In timbered sections no farm house should burn coal this winter. In corn-growing sections cobs should be used to an increased extent.

2. Cut and saw quantities of wood to sell in neighboring towns and villages.

3. To solve the labor problem involved in cutting wood farmers may well coöperate in the purchase and operation of a wood saw. When this is impracticable one man can often purchase a saw and make good profits by sawing wood for the community.

What Farm Women Can Do

1. Economize on fuel by reducing the number of stoves used in the house this winter.

2. Keep water pans on all stoves. This will increase moisture, reduce the amount of fuel required for comfortable heating, and make the house more healthful.

3. Let all wood fires go out at night—except in severe climates.

4. Weather-strip doors and windows and in cold climates use storm doors and windows.

5. Wear warmer clothing within the house.

What Country Children Can Do

Primary children can gather chips and cobs and keep the family wood-box supplied with fuel. Teach young children, also, to go to sleep in the dark and thus conserve oil or electricity which are fuel in other fōrms.

Intermediate children can help in a variety of ways:

1. By locating all dead timber on the farm which should be cut and used for fuel this winter.

2. By collecting dead branches from creeks, ravines, and other places and piling them where they can be reached by wagons and teams for hauling.

3. By planting walnuts and other tree seeds for the production of a new crop of timber.

4. By practicing all the habits of thrift and conservation which help in saving coal; such as conserving light, heat, clothing, and food.

Older children should come to regard this problem with the understanding and appreciation of adults and should follow the fuel conservation practices of their parents.

Exercises On Fuel Saving

A variety of seat and lesson assignments may easily grow out of this lesson. The younger children can make shovel tags to be placed on shovels as a reminder of the need for fuel conservation; and red, white, and blue labels to be pasted on axe handles near the blade for the same purpose. Intermediate grades may write letters for bulletins giving information desired; prepare fuel-conservation booklets; and make fuel posters for cross roads or village store windows. Upper grades may make maps and charts showing the coal fields of the world, and the extent and causes of the present shortage. All this material should be saved and displayed at a community meeting on fuel conservation.

A CLIPPING BOX

The children in one country school have a big pasteboard box in which are kept clippings which they think are interesting enough to bring to school and talk over. The last set of clippings they had were collected to make their Fourth Liberty Loan chart. There were stirring slogans, pictures from the war zone and training camps, funny cartoons, the President's speech, anything the boys and girls thought would help the Loan over the top. And such fun as they had bringing them in, showing them, and telling about them. Have you a clipping box in your school?

INTERESTING LETTERS

Mrs. E. J. Everett, a rural teacher of Rock Lake, N. D., sends this communication:

"I have just received your copy of NATIONAL SCHOOL SERVICE and rejoice over its issue. It is just what we need. Our mailbox will be put up at once, ready for anything you may send. Our school enrolls only eleven children. We planted a war garden of potatoes last spring and have just dug forty-two bushels but are not half through. They are to be sold and the money put into our Red Cross fund. We are all Juniors -knitting, sewing, and doing as much beyond our bit as possible. The people of this community are very patriotic, and back up their patriotism with solid proofs in the way of Liberty bonds, War Savings stamps, and Red Cross donations. No Austro-German peace drive deceives them for a moment."

Miss Amelia Bottcher, of Salinas, California, writes: "We use NATIONAL SCHOOL SERVICE instead of the regular reading lesson once each week, and use its topics as compositions at least twice a week, so the paper is certainly performing its duty besides furnishing authentic war facts."

IOWA FARMERS FIRST IN LIBERTY LOAN

Rural Iowa was the first state to go "over the top" in raising its recent loan quota. Oregon, another rural state, came in second. All of which seems to justify Secretary Houston's prediction that the Fourth Liberty Loan would not fail for lack of support from American farmers.

THE BLACK WATCH IN RURAL SCHOOLS

Organize, in connection with your junior civic league a Circle of the Black Watch, as described elsewhere in this issue. Have at school a monitor of the thermometer, a monitor of the furnace or stove, a monitor of the water pan, and a monitor of the wood pile. The monitor of the water pan should see that there is always a pan of water on the stove, for a room is comfortably warm at a lower temperature when the air is moist than when it is dry.

Have the children select the offices they will fill at home, and make weekly or fortnightly reports to the Circle of the Black Watch.

A Black Watch poster, Black Watch badges, a Black Watch slogan or yell, will add to the children's interest.

WAYS TO SAVE SUGAR

Use fresh fruits without sugar.

Cook dried fruits without additional sugar; they already contain sugar.

Can more fruit without sugar; put up less jam and jelly.

Use less sugar in tea and coffee.

Avoid such sugar luxuries as candy, cakes, chewing gum, sweet drinks, and sodas.

Use honey, maple sugar and sirup, and other sweeteners when available.

Do not use desserts or other dishes that require much sugar.

COMMUNITY KITCHEN RUN BY CHILDREN

In Norfolk County, Massachusetts, a large community kitchen is operated successfully by the children of the neighborhood. Although the work is done by children under fourteen, 4469 jars of fruit and vegetables have been one result of its summer activities.

COMMUNITY ORGANIZATION MEETING

If it was found impractical to organize your community council at the Liberty Bond rally held October 11 or 12, arrange a second meeting in October for this special purpose, as suggested in the yearly program for local community councils in the last issue of NATIONAL SCHOOL SERVICE. For this organization meeting the following procedure is suggested:

1. Have a short talk on the war and why we must win, by any available speaker or citizen of the community.

2. Get another speaker to discuss war activities and show the need for local organization to promote these activities. In connection with this talk make a list of all Government activities in which local communities are asked to share. Write this list on the blackboard or on large paper where it can be read by all present.

3. Have a speaker present from the county council of defense, the woman's county committee, or some educational institution, to explain the organization of a local community council.

4. Discuss this talk. Then call for a vote on organization, and if favorable elect three officers, a chairman, vice-chairman, and secretary-treasurer.

5. When this is done, refer to the list of activities on the board and ask the newly organized council to elect a leader for each topic or activity. If it seems preferable the council may delegate the appointment of these leaders to the chairman. In either case a leader should be selected for each of the following topics: food conservation, thrift and bonds; Red Cross work; fuel conservation; child welfare; and patriotism and Americanization.

6. Explain to these leaders that their chief duties are three: *First*, to write to county, state, and national headquarters and collect literature and instructions for their respective topics.

For sources see list of war publications and helps in NATIONAL SCHOOL SERVICE for October 1, 1918.

Second, through brief reports to keep the community informed of important developments and Government instructions in their fields, and to distribute literature and posters at council meetings.

Third, to serve on a committee for formulating a community war program to be presented at the next meeting.

7. Cite examples of what other communities have done through organization. For stimulating instances of community activity and suggestive method of organization, study the bulletin, "Mobilizing the Rural Community," which may be had free from the Agricultural College at Amherst, Massachusetts.

8. As concluding features of this program arrange for some patriotic music, Hallowe'en numbers, and a social hour. Make, also, an appealing announcement of the next community council meeting which will be planned to formulate a war work program for the community and take up the question of fuel conservation.

Primary Grades

GUARD THE FOOD SUPPLY OF YOUNG CHILDREN

The necessity of guarding the food supply of young children is assuming every day a more critical phase as the war stringency increases and demands for conservation of foodstuffs become more urgent.

Authorities agree that there is practically no substitute either for milk or green vegetables in the diet of young children. Fish and chicken are better for children in many cases than are beef or other meats. Coarser cereals used for the sake of conserving wheat need very thorough cooking to be suitable for children. Of all the foods which it is necessary to conserve, sugar is the easiest to do without.

CAPTAIN OF THE SUGAR BOWL

Fred is seven years old. One brother is ten, another one is twelve. But Fred is the only officer in the house. He is Captain of the Sugar Bowl. He knows how much sugar every one in the house should have, for you know we are sharing our sugar with the boys and the Allies across the sea. It isn't fair for anyone to have more than his share. So every one who wants sugar in tea or coffee, on oatmeal or rice, must bring his cup or his plate to Captain Fred.

Sometimes there is sugar left in the sugar bowl. That is because the big brothers will say "No sugar for me this time," or "My sugar goes to the soldiers." Then Captain Fred laughs and says: "You're a good soldier yourself."

Hurrah for the Captain of the Sugar Bowl!—*Sarah Louise Arnold.*

FOOD BOOKS

1. Have children collect pictures of foods that make them strong and healthy.

2. Cut pictures ready for mounting.

3. Separate pictures into breakfast, dinner, and supper groups.

4. Mount the pictures.

5. Insert sheets with short stories written by children, such as "Milk makes me strong."

FIELD TRIPS FOR PRIMARY CHILDREN

Trips to fields, orchards, gardens and stores give a wealth of impressions and a rich fund of information as to the sources, care, and need of food.

A visit to a real store where real food is bought with real money would give the best basis for conversational lessons on food.

Two ideas should be brought out in primary schools: 1. Conservation of Food. 2. Proper food for children to eat, if they are to be strong and healthy.

HENRI'S LUMP OF COAL

Little Henri lived with his old grandmother in a tiny hut near the wood. Mamma had gone to work in a factory, and Papa, like the fathers of many other little French children, had died fighting for France.

"Help Grandmother all you can," his mother had said. And little Henri did what he could.

At harvest time he walked behind the reapers picking up the heads of wheat that were dropped by the harvest workers. At other times he gathered faggots at the edge of the wood so that his grandmother could make the kettle of soup boil.

It was the fourth winter of the war and their supply of coal was almost gone.

One day Henri came into the little hut with a single lump of coal.

"See, Grandmother," he said. "This is the very last lump." His grandmother started to put it on the fire, but little Henri took the coal and placed it on the mantel.

"Please, Grandmother, let's keep it for good luck," he said.

Every day as he fed the fire beneath the soup kettle with twigs and faggots he looked at the lump of coal and remembered the days when his father had built the fire with great shovelsful of black fuel.

And every day grandmother would say: "We'll keep this lump for a nest egg. It won't be long now till we'll have more. The American soldiers have come to help France."

Henri longed to see an American soldier and to talk with him about his own papa who had died on the field of honor.

One day a big man in khaki, a private in the American army, stopped at Henri's door. The little French boy loved him at once. He offered him his little dish of cherry sauce. While the soldier was eating he looked about the poor little hut. His eyes wandered from the pile of faggots on the floor to the lump of coal on the mantel.

"What is that little one?" he asked, with a smile.

"Our last lump of coal," replied Henri. "We keep it for good luck."

"And have you been cold?" asked the soldier.

"Sometimes," said the little boy, "but I gather all the faggots I can for Grandmother."

The big American held out his arms. Henri ran straight into them. As Henri snuggled close to his new friend he heard him say:

"You are a true patriot of France, my boy. Soon you shall have food and coal in plenty. I am proud that I can fight for you and for France!"

SAVE FUEL FOR A SOLDIER

Have each child name a soldier he knows in France. Let him tell the kind of service that soldier is in and any interesting bit he has gleaned from the soldier's letters.

After each child has chosen his soldier, let him pledge to save fuel to make steel shells for Brother Tom, or Cousin Jack, or the milkman's boy—whoever the soldier may be. Another week he may choose to save for some other soldier.

THE OCTOBER SAND TABLE

The October sand table may be arranged so as to show the farmer's grain fields and teach his help to the nation.

The table should show the fence, the field of corn shocks with pumpkins, and the field of growing wheat with a road along one side. Allow about 3/5 of the table to corn fields, the remaining to wheat.

Miniature corn shocks may be made of bundles of raffia tied as you find them in real shocks. Pumpkins may be modeled in clay and colored. The wheat field may be actually grown from wheat seed sown by children.

Lessons about the sand table should bring out the importance of the farmer's work, the uses of grain as food, the fact that many of the grain fields of Europe are now battle grounds, and the fact that America's fields must supply bread stuffs for the Allies.

MESSENGERS FOR UNCLE SAM

A young American soldier was decorated with the French Croix de Guerre, for bravery during a fierce battle. He had carried messages back and forth under a storm of shot and shell.

Over here as well as over there messages must be carried. In no way can the schools help more than by carrying messages for Uncle Sam.

Every school can be a relay station and every pupil a messenger when the Government has work for our people to do. Every home can be quickly reached if this army of messengers stands ready.

THREE FLAGS

Three splendid Flags,
  Like vivid flowers,
Unfold to-day
  From roofs and towers,
All up and down
  This land of ours.

On one, a Cross
  Of red and white
Shines from a field
  Of blue so bright—
The fadeless flag
  Of England's might!

On one the stripes,
  Straight as a lance,
Blue, white, and red
  Proudly advance
From left to right—
  The Flag of France!

The other flies
  Above the rest,
Striped red and white,
  With stars caressed—
The Flag we love
  Of all the best!

Three splendid flags,
  With one great aim,
To free the world
  From sin and shame,
For see—their colors
  Are the same!

O splendid flags,
  Red, White, and Blue,
Three cheers and three times three
  For You!

The poem, "Three Flags," may be dramatized by children. The entire class may recite the first and last two verses in unison. Have three children face the others. One holds the English flag, one the French and one the American. As each one recites his appropriate verse let him raise his flag and have the class salute it.

THE CHILDREN'S CODE

Boys and girls who are good Americans try to become strong and useful, that our country may become ever greater and better. Therefore they obey the laws of right living which the best Americans have always obeyed.

The first law is the Law of Health.

The good American tries to gain and to keep perfect health.

The welfare of our country depends upon those who try to be physically fit for their daily work. Therefore:

1. I will keep my clothes, my body, and my mind clean.
2. I will avoid those habits which would harm me, and I will make and never break those habits which help me.
3. I will try to take such food, sleep, and exercise as will keep me in perfect health.

CHILDREN'S PLAY AN ASSET OF THE NATION

"To be strong for victory, the Nation must let her children play," says Charles Frederick Weller, who as associate secretary of the Playground and Recreation Association of America, is aiding the recreation drive started by the Children's Bureau and the woman's committee of the Council of National Defense.

"No time nor money can be spared from war-winning activities. But the winning of the war depends on man power, and man power can not be sustained in any nation without health and wholesomeness in the children. Far worse than exhausting America's financial capital would be the exhaustion of child life, her man-power capital.

"England and France began as America has been tempted to begin, by letting the children pay too heavily for the war, in child labor, increased delinquency, overtaxed nerves, weakened bodies, and premature deaths. But England and France are already turning to lift war's burden from the children by giving them a chance to play. England began in January, 1917, granting government funds to local play centers. Can America do less?

Intermediate Grades

GOOD MORNING!

A Chat On Saving Clothes

The small French boy at school wears a black sateen apron, buttoned behind, box-plaited in front and close up to the neck. This seems funny to us. Do you know why he wears the apron? The French have always been noted for their strict economy and have devised this means of saving woolen clothes under the apron from tears and ink spots. We are not going to dress our boys in aprons but we are going to ask them to think of ways of being more economical with clothes so that the world's supply will go round.

If you are a boy write down all the "Don'ts" you can think of under the following heads: Caps, coats, trousers, stockings, shoes.

If you are a girl write "Don'ts" under these heads: Hair ribbons, dresses, stockings, shoes.

Shall I save the papers and next week give them back so that you may check up the "Don'ts" you have obeyed?

After you have written the "Don'ts," see how many "Do's" you can write, using the same or other more interesting topics.

THE BLACK WATCH

Are you a member of the inner circle of the Black Watch? To this society belong those boys and girls who pledge themselves to keep watch over the many ways in which to save black diamonds—for that is what we call coal these days.

Black Watch Officers

There are many officers in the Circle of the Black Watch.

The monitor of the lights sees that no unnecessary lights are ever lighted. He sees that the extra bulbs are removed in rooms where no bright light is needed. He sees that the most efficient gas or electric lights are installed. He replaces carbon filament electric lights with Tungstens. He replaces flat-flame gas lights with incandescent mantles. He sees that the windows are clean and that the shades are up early in the evening and on cloudy days.

The monitor of the thermometer sees that the rooms are not kept too warm. He knows the thermometer should not register above 68 degrees unless the doctor advises a higher temperature. He knows that, if the temperature is allowed to vary, an average temperature from 64 to 68 degrees is best

for health, provided there is the right amount of moisture in the air. So he is monitor, too, of the pans of water on the radiators or near the registers. He sees that they are kept full of water to supply humidity in every room.

The monitor of the furnace is the big brother who keeps the heating plant perfectly clean. He is also the ash sifter who gets every particle of unburned fuel from the ashes.

The monitor of the kitchen is the sister who helps mother save fuel in cooking.

All knights of the Black Watch wear warm clothing in order not to require such warm rooms. They sleep in cool rooms and dress in the warm living room. They are all rugged soldiers and follow mother's advice if she asks them to take cold baths. They all gather faggots to burn in the range or fireplace so that fuel may be saved in the furnace.

A monitor of the wood-pile is necessary in rural communities where wood is burned to save fuel.

SUGAR GEOGRAPHY

Teaching outline:

Why is there a shortage of sugar today?

What is sugar made of?

Where is it produced?

Where have the Allied nations got their sugar in the past?

What prevents their getting it from the same places now?

How can the United States help?

Where can the United States get sugar for her Allies?

How can each one of us help?

Material for use:

Use the map questions suggested below.

Use the indexes of your geographies. Find all the texts tell about sugar.

Study about the production of cane sugar and of beet sugar as described in geographical readers.

Use other articles on sugar in this issue.

SPEED, GENERAL ECONOMY

Time—Now. Place—Everywhere in U.S.A.

Enter Mr. Increase Production (a tired business man): Whew! I've been working as fast as I can, but in spite of it all I can't get fuel enough to manufacture Uncle Sam's shells in sufficient numbers.

Voice of Excess War Demands (calls from over sea): More coal, more coal to carry on the war!

Increase Production (in distress): What am I to do?

(Enter General Economy, a fine soldier.)

General Economy: So, Mr. Increase Production, you are in need of help, I understand.

Increase Production: Yes, listen!

Voice of Excess War Demands: More coal, more coal to carry on the war!

General Economy: It is a great problem to get enough. Let me call my aids to the rescue. Come, firemen, businessmen, housewives, children, everybody, come!

(Enter the workers called.)

Now, friends, our problem is this: Excess War Demands wants more coal. Miss Transportation and I have labored, never stopping, yet the cry still comes from overseas. Hear!

WAR SAVINGS SOCIETIES IN SCHOOLS

More than fifty per cent of all War Savings Societies are in schools.

The schoolroom is the common unit of a War Savings Society.

To organize a new War Savings Society ask your State Director of War Savings for an application, booklets, and blanks.

All War Savings Societies formed last year should be reorganized. Pledge each member in order to reawaken the patriotic influence.

Give complete information including names of organizations and officers of any new War Savings Society, any that has ceased to exist in your school or that has been reorganized with a new officer.

Voice of Excess War Demands: More coal, more coal, to carry on our war!

General Economy: If every man of you from this moment saves every lump of coal he can, we will comfort the voice from over the sea and the war will be won. (The crowd talks together. At last a spokesman for the crowd steps out.)

Spokesman: We will save for Excess War Demand that his demand for fuel may be satisfied.

General Economy: Thank you, my boy. Well, here comes old Squire Woodpile to join the ranks.

(Squire Woodpile, a farmer, eyes atwinkle, comes on.)

Squire Woodpile: Sure, all get in line. I'll show you how to save and cut wood, too. Get in line.

(They file off with a shout for Squire Woodpile.)

SCENE II—Later

(Enter General Economy and Mr. Increase Production, both cheerful.)

General Economy: Now, Increase Production, see what Squire Woodpile and all the coal-savers in this land have done! Wait, I have an official report to read to all our helpers. (Calls.) Come, friends of Increase Production, come! (The same crowd as before comes in; Squire Woodpile in the lead.)

General Economy: Friends, we have saved coal. Squire Woodpile, I have the honor to decorate you. (Squire Woodpile steps out to receive his decoration.)

General Economy: All attend. I have heard from overseas that the coal supply has been increased by your saving. In fact, I have heard that Victory herself is on her way to Allies. Of course she is some distance off, but if this great army holds to its tasks she will be sure to arrive sooner than we expected. Excess War Demand, what say you?

Voice of Excess War Demand: Coal, saved by loyal workers, will help us bring Victory to the Allies!

HOW IT LOOKS TO THE CHINESE BOY

Chinese boys are reading today from a little book issued by the Educational Department in Hong Kong. This book, published with the English on one page and the Chinese opposite, gives that nation's point of view of the great war.

Here is one lesson:

Kultur

The real reason for the war is that the Germans wanted to dominate the whole world.

The Germans themselves give two reasons:

(1) "We were forced to defend our country because it was attacked."

Everyone, including the Germans themselves, now knows that this is a lie. Here is their second reason:

(2) "German *Kultur* is good. We want to give German *Kultur* to the world. If the world does not want German *Kultur*, we want to force the world, for its own good, to adopt it."

Kultur is the name given by the Germans to their own form of education and government. German *Kultur* may, perhaps, be a very good thing for the Germans, just as Chinese dress is a very good thing for the Chinese.

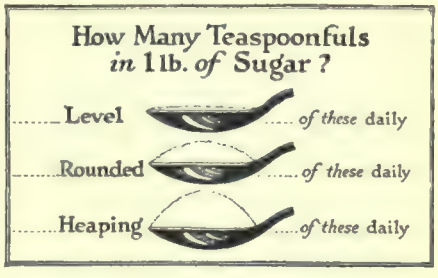
But even if Chinese clothes were the very best clothes in the world, is there any man in China who would be willing to murder half the world in order to compel the other half to wear the Chinese costume?

One boy in the room may play visitor from China and read the above. Discussion may follow. Prove that the reasons given by the Chinese are correct and those of the Germans wrong.

Sing a song of war-time,
A country full of camps—
Fifty million patriots
Buying Savings Stamps.

ONE DAY'S SUGAR

Have you a glass or tin half-pint measuring cup? Fill it with dry sand. Play the sand is sugar. Let the children measure to find out how many teaspoonfuls there are. Have them find out from their mothers at home how many measuring cups a pound of sugar will fill. Then how many teaspoonfuls of sugar are there in one pound? If you use two pounds of sugar a month, how many teaspoonfuls do you use? How many teaspoonfuls a day?



Make a poster like this, filling the blanks with the answers you have found.

"DON'T WRAP IT UP"

If every boy or girl who goes to a grocery, dry-goods, or hardware store would say when buying articles already in wrappers or containers, "Don't mind wrapping it, please," there would be saved thousands of tons of materials and chemicals now needed to help Pershing beat the Germans. The Government is asking the help of every boy and girl to do his or her share, and this is one of the many ways. Isn't the cereal just as good, isn't the chocolate just as tasty, and isn't the soap just as cleansing without the added wrapper? If every pupil will carry this message home to mother there will be 20,000,000 paper bags saved every day! Will you do it for Uncle Sam?

Save paper! Use as little of it as possible and never waste it. Do not burn it, for today burning paper is treason. Do you know that it takes trees, coal, chemicals, and men to make paper? Just think, if you used both sides of a piece of paper when doing your home-work, or if you carried a market basket when running errands for your mother or neighbor, how many things you would be saving to help your big brother over in France! You would save tons of paper with not a single tree cut down; not a pound of coal mined; not one ounce of the precious chemicals, needed to fight the Germans, used; and not a hand turned over to make it. This is magic in which all can share.

Dear Children:
"I don't like" and "I refuse,"
Are words which soldiers never use.
So if, as far as you are able,
You'll eat what's set upon the table,
I'll reckon you as soldiers, too,
And gracious! I'll be proud of you!
—*Uncle Sam.*

TAKE OUT YOUR MAPS

Find England, France, Italy, Belgium. These countries need sugar.

Find Cuba, Porto Rico, Jamaica, South America, Hawaii, Philippines, Formosa, Java, Australia, British India, Mauritius. These places produce sugar.

Start from Liverpool and trace the voyage of a ship to Java. Load it with sugar and trace the return voyage to Liverpool. Now trace a trip from Liverpool to Cuba.

A ship can make three trips to Cuba in the time it takes to make the long trip to Java. Every ship now is needed for some kind of war service. It must make the fastest time on the shortest route. Which way will you send the sugar ships?

To Cuba, of course. By having one ship sent there to do the work of three on the longer run, the other two are released to carry troops, supplies, and food to France. But Cuba is not made of sugar. If the Allies get more from Cuba we must get less, and that means that every girl and boy must eat less sugar. Share and share alike is the word. We "sit at a common table" with our associates in the war.

Upper Grades and High School

A STUDY OF THE GREAT WAR

Growth of Nationalism in Other Countries than the United States

Aim of the group: To show that two positive forces in politics in the 19th century were democracy and nationality. These three lessons may be given from 30 to 45 minutes each.

A Study of Germany

Aim: To show how the petty states in the centre of Europe became the German Empire of today.

Preparation: Review briefly the steps by which the thirteen colonies established the government of the United States with democracy as a basis. Trace the steps by which Germany has built the autocracy of today.

Presentation: First step: Map showing Germany before Napoleon's time—about 300 petty states, ranging in size from duchies the size of Texas, down to tiny states not larger than a small farm; the only unifying bond, common speech; consolidation by Napoleon (number of states reduced to about 40); Austria and Prussia the largest and most important. Second step: Union for commerce; Prussian customs-union *(Zollverein)* in North Germany (compare with Confederation in United States.) Third step: Rise of Prussia; accession of William II; Bismarck as chancellor; his policies: exclusion of Austria from the Germanic Confederation, aggrandisement of Prussia; his methods (1) at home, over-ruled legislature, reorganized armies, (2) abroad, 3 wars in 7 years (Denmark, Austria, France). Fourth step: Formation of the German Empire, 1871.

Italy and Austria-Hungary

Italy

Aim: To show the unification of Italy.

Preparation: Recall the condition of Germany before the consolidation. Use map to show the eight Italian states.

Presentation: First step: Stirring of ideas of democracy; secret societies; attempts at revolution (1820, 1830, 1848) unsuccessful. Accession of Victor Emmanuel II; Cavour as minister; policies (1) at home, to foster progressive methods in agriculture; (2) abroad, to secure close trade and political relations with England and France. Second step: Acquisition of territory.

1. Cavour arranges an alliance with Emperor Napoleon III (Louis Napoleon) of France against Austria (1859); obtains all of northern Italy except Venice.

2. Addition of Sicily and Naples through the effort of Garibaldi with his red-shirted volunteers.

3. Alliance with Prussia against Austria in 1866; obtains Venice.

4. Rome under guard of French troops; troops withdrawn after overthrow of France in 1870; Rome occupied by Italian army. Third step: Victor Emmanuel proclaimed King of Italy, after having been elected by the votes of the people of Italy.

Austria-Hungary

Aim: To show how Austria was forced by her losses to look for an ally.

Preparation: Use map to recall Austria's losses to Italy. Recall her expulsion from the German Confederation.

Presentation: First step: Reverses at the hands of Prussia, France, and Italy, and revolution at home in Bohemia and Hungary, showed necessity for new kind of government.

Second step: Union of Austria and Hungary under rule of Francis Joseph; politically independent of each other, but united towards foreign nations (union somewhat similar to the United States under the Confederation).

Third step: Austria, faced in the west by France and Italy and in the east by Russia, which was jealous of the growing nationalism of both Germany and Austria; approached by Germany with conciliatory offers of alliance and protection. Dual alliance between Germany and Austria-Hungary formed (1879).

Canada and France

Canada

Aim: Using Canada as a type, to show the development of self-government in the colonies of England.

Preparation: Use map to show Upper Canada (Ontario) and Lower Canada (Quebec). Recall the government of Massachusetts and Virginia before 1776, noting particularly the appointment of the executive by the crown and the control of the assembly over finance.

Presentation: First step: The accession of Queen Victoria (1837); revolt; union of two provinces and "responsible" ministry (1839); similar government granted to Australia (1850).

Second step: Organization of the Dominion of Canada (1867); all provinces except British Columbia, Prince Edward's Island, and Newfoundland; incentive, fear of seizure by United States after the Civil War (compare with effect of French and Indian War in uniting colonies); a federal state (similarity to government of United States—two houses in the federal legislature, each state its own legislature and governor); governor general appointed by England—"responsible ministry"; Australia likewise organized into a federal State in 1901.

France

Aim: To trace the steps by which France became the united nation of today.

Preparation: Recall the date of the

French Revolution and form of government of France under Napoleon Bonaparte. Recall the establishment of autocracy in Germany.

Presentation: First step: Downfall of Napoleon; re-establishment of former dynasty (brother of Louis XVI chosen as King); unsatisfactory government; spirit of revolution, 1830 and 1848.

Second step: Republic of 1848; coup d'etat (1851); establishment of the second Empire under Louis Napoleon; wars with Russia, Austria, and Italy.

Third step: War with Germany, 1870; loss of Alsace and part of Lorraine.

Fourth step: Establishment of the Republic; reorganization of the army.

OUR RED CROSS

Charts, bibliographies, references, tables, and general information will help the teacher make clear and vivid to her pupils the special November Junior Red Cross program, "Our Red Cross." To familiarize every boy and girl with the history, present scope, and organization of the Red Cross; to fit the Red Cross into its proper niche in the government war program; to show as much of that program as the child can grasp; to bring discussion of all phases of the war situation in this country into the school—these are the aims of this November topic, "Our Red Cross."

Junior Four Minute Men Contest

Following two months of enlistment and organization, and preceding the Christmas roll call, its further purpose is to aid in the process of assimilation of the hundreds of thousands of new Junior Red Cross members and to pave the way for the Junior Four Minute Men Contest on "Why You Should Join the Red Cross," which December will bring.

Over the grave of a British soldier fallen in France is placed this epitaph:

"When you go home, tell them of us and say,

" 'For your tomorrow they gave their today.' "

PEACH PITS AGAINST POISON GAS

The boys and girls have been so busy collecting peach pits and other raw material for making charcoal for gas masks that the total number runs into the millions and millions. One collecting agency on one day recently sent a shipment of eighteen barrels or approximately a million and a quarter peach pits, to the factory where they are turned into charcoal.

Pits, nut shells, and similar material make the best grade of absorbent charcoal ever produced for use in the respirators of the gas masks that keep our soldiers from being overcome by the poisonous vapors sent over by the enemy.

How Does Charcoal Act?

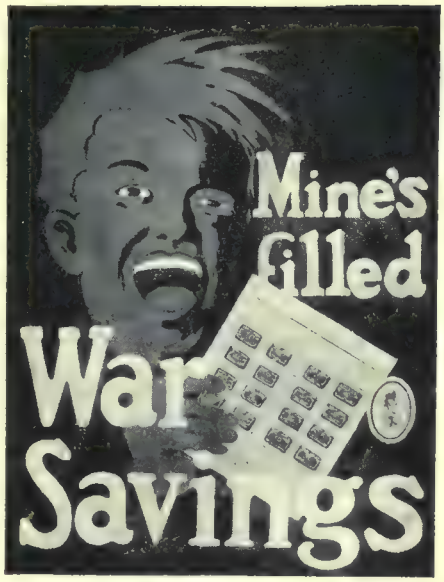
Charcoal is composed of enormous numbers of tiny cells, each separated from the other by a thin wall of what in the raw material was woody fibre but which has been changed into carbon by the process of baking which the shells and stones go through. The woody material is composed of two kinds of material, one gaseous which is driven off by the baking process, and the other solid, most of which is carbon or charcoal and which remains in the oven or retort. This charcoal retains the original cell-structure of the pit or shell and is full of the fine openings or pores that have the very remarkable property of absorbing large quantities of certain kinds of gases. Good charcoal will absorb as much as five hundred times its bulk of some gases. The finer the grain of the wood and the more compact it is, the more absorbent the charcoal made from it.

The charcoal is placed in the canister of the gas mask, and when the soldier draws in the air poisoned with the gas, the highly active carbon absorbs the poison gas but takes up very little of the air itself.

The Best Charcoal for Masks

It is important that the carbon or charcoal should be hard and dense, like that made from peach pits and nutshells, because the harder and denser the charcoal the more gas it can absorb. Charcoal from cocoanut shells will absorb poison gas for eight hours and that from peach pits for six hours, while the charcoal made from ordinary wood will last scarcely any time at all.

The carbon cannot take out all the poison gas from the air, but must be helped by chemicals. It is desirable, however, to use all the carbon possible instead of chemicals: first, because charcoal is more easily handled than chemicals; second, because when the charcoal has absorbed all the gas it can, its original absorbing properties may be restored by taking it out of the mask and baking it again.



Prize High School Poster, Designed by Edwin Tressy, Cleveland.

Prize Poster by John Schmidt, Buffalo, Winner National Grammar School Contest

SALVAGING WRECKED SHIPS

It may be interesting to know that many of the ships torpedoed by the Kaiser's U-boats have been salvaged and put back into service. A special department of the British Admiralty is equipped for this service, and from October, 1915, to May, 1918, over 400 vessels were floated, towed into port, and repaired. Most of these vessels are of considerable size. The work of raising ships has been extended from operations in British waters, to the Mediterranean, and other important trade routes.

BOY SCOUTS TAKE CENSUS OF STANDING BLACK WALNUT

The Boy Scouts of America have located and reported 14,038,560 board feet, or about 3,667 carloads, of standing black walnut timber in answer to an urgent call issued by President Wilson when Government plants reported that the country had been almost stripped of its black walnut. Air-plane propellers and gun stocks are made of black walnut because this wood will not warp and because it will not splinter when hit by bullets and shrapnel. As a part of their regular service the Boy Scouts of America, in coöperation with the Bureau of Air Craft Production, the Ordnance Department, the Forest Service, and the Council of National Defense, recently made a rapid survey which otherwise would have cost the Government many millions of dollars.

CHRISTMAS PACKAGES FOR SOLDIERS OVERSEAS

Every American soldier overseas will receive one package of Christmas gifts from the United States, according to a plan worked out by the officials of the War Department, the Postoffice Department and the American Red Cross. Under the plan each soldier will receive a Christmas parcel label with instructions to mail it to the person in this country from whom he wishes to receive a holiday box. The official instructions for sending Christmas boxes to our soldiers are, in part, as follows:

Christmas parcels must be placed in regulation cardboard boxes. These boxes will be provided to holders of labels, by the American Red Cross. They may be obtained at Red Cross chapters or branches after November 1.

No Message With Box

With each box will be given complete instruction regarding the articles which may be sent and a list of articles which are barred by the postal authorities. No message or written material of any kind will be allowed to go into the boxes.

Send Before November 20

Do not mail the box yourself. When packed, the box should be taken to the nearest collection station designated by the Red Cross, unsealed, and unwrapped, ready for inspection. Red Cross representatives are authorized to remove objectionable articles from parcels. Shippers will then affix sufficient postage on their parcels to carry them to Hoboken, N. J. The parcels are to remain in the custody of the Red Cross until delivered to the postal authorities.

No Christmas parcel will be accepted by the Red Cross for shipment after November 20.

UNITED WAR WORK CAMPAIGN

"Give me nine men who have a hut and I will have a more effective fighting force than if I had ten men without it."

These are the words of Lieutenant Colonel E. S. Wheeler in a report to General Pershing concerning the work of the war service agencies which have done so much to keep our soldiers overseas happy, contented, and enthusiastic for victory. The agencies authorized to provide comfort, cheer, and entertainment for our soldiers overseas are:

Young Men's Christian Association
Young Women's Christian Association
National Catholic War Council
Jewish Welfare Board
The War Camp Community Service
The American Library Association
The Salvation Army

On the authorization of President Wilson the United War Work campaign has been organized under the direction of Dr. John R. Mott, chief executive of international Young Men's Christian Association, to raise the sum of $170,500,000 to be apportioned among these organizations for army welfare work. The campaign will be held the week beginning November 11. The teachers should send at once the notice of this United War Work campaign through the children to every home in America.

CHILDREN TO CARRY MESSAGES FOR UNCLE SAM

Our schools are fully aroused to their part in winning the war. A most effective way in which they can help has just been outlined by the Emergency Commission of the National Education Association.

This Commission proposes that the Government messages, which are intended for the instruction of the people, shall be carried through the schools as a part of the day's work. The message which comes from the Government either through the newspapers or by special bulletin, can be written on the blackboard, copied by the pupils, and carried home after school.

By this means every home can be reached, for those having no children in school can be assigned to pupils from neighboring houses.

In the upper grades, the message can be discussed in the English Class; in the lower grades, the language lesson seems a fitting place. It will sometimes be given to the entire school together at assembly. The older pupils may write the message for the little ones. All this will depend upon the plans made by the local schools.

We think with pride of our army across the sea, marching to victory. Our hearts go out to them and we long to help as they go. And we shall love to think of the youthful army that covers this wide land, trudging home after school with the message from Uncle Sam.

PRIZE CONTESTS IN HISTORY

The National Board for Historical Service has announced that the committee appointed to read the essays written by high school teachers to which the first prize was given in the recently conducted State contests, has awarded the additional prize of $75 to Elmer W. Johnson, Roselle High School, Roselle, N. J. Second and third places are given respectively to Gilman H. Campbell, Rochester, N. H., and Theodore C. Blegen, Milwaukee, Wis.

Professor Herman V. Ames, University of Pennsylvania, chairman; Professor C. H. Van Tyne, University of Michigan; and Mr. Arthur W. Dunn, of the U. S. Bureau of Education, formed the committee of award in this interstate contest in which sixteen states were represented. Over 650 essays on the subject, "Why the United States is at War," were submitted by the public school teachers in these contests.

PUBLICATIONS OF COMMITTEE ON PUBLIC INFORMATION

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The Prussian System. By F. C. Walcott, of the United States Food Administration.
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War Message to the Farmer. By President Wilson.
Plain Issues of the War. By Elihu Root, Ex-Secretary of State.
Ways to Serve the Nation. A Proclamation by President Wilson.
What Really Matters. By a well-known newspaper writer.

IV. Miscellaneous

Germany's Confession. A summary of the Lichnowsky Memorandum.

V. Official Bulletin

(Published daily; price, $5.00 per year.)

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NATIONAL
School Service
PUBLISHED BY THE COMMITTEE ON PUBLIC INFORMATION

VOLUME I | WASHINGTON, D.C., NOVEMBER 1, 1918 | NUMBER 5

THE UNITED WAR WORK CAMPAIGN

Government Recognizes Seven Volunteer Organizations to Minister to Troops at Home and Overseas

Equalling if not surpassing in significance the world's congress of religions is the United War Work campaign which is organized for the purpose of raising $170,500,000 to carry on the war work of the seven officially recognized volunteer organizations which are ministering to the needs of our troops at home and overseas. These organizations are the Y. M. C. A., the Y. W. C. A., National Catholic War Council, Jewish Welfare Board, the American Library Association, the War Camp Community Service, and the Salvation Army.

The Campaign

"Our soldiers overseas are fighting the battle for democracy with a spirit and morale unexcelled in any other army," declared President Wilson in commenting on this campaign. "Through the work which these seven organizations are jointly conducting, America is expressing our whole-hearted support of our troops in camp and in the lines, and her anxious desire that the fine edge of their training as fighting men should be maintained. The activity of these organizations, therefore, in mobilizing the home, the club, and the church behind the army is of vital military value and will be of the most essential value in effecting the result. The United War Work Campaign of these societies is merely another indication of that unity of spirit as a nation that is making it possible for us to win the war." Such is the importance attached to this campaign by the commander-in-chief of the American armies.

That the public might be relieved from the burden of an unnecessary number of campaigns for patriotic funds, President Wilson advised a joint campaign to be participated in by these seven volunteer organizations, November 11 to 18, for the purpose of raising the necessary funds.

Homes Back Clean Army

Dr. John R. Mott, international leader of the Young Men's Christian Association, is director general of the campaign acting in coöperation with a national executive committee of thirty-five, representing the seven different organizations. Thus Jew and Christian, Catholic and Protestant, are combined in a great war work campaign to put the American home, with home comforts and cheer, back of what Dr. Mott has happily called "the cleanest army that ever marched."

A Schoolroom in France, Used First to Shelter French Troops, Now a Y. M. C. A. Canteen

The fund of $170,500,000 collected in this campaign is to be divided among the seven participating organizations on a pro rata basis in such proportion as the budget of each organization bears to the combined budget.

Apportionment of Funds

The apportionment is as follows:

Young Men's Christian Association	$100,000,000
Young Women's Christian Association	15,000,000
National Catholic War Council	30,000,000

(Continued on page 2)

THE GERMAN SCHOOLS AS NURSERIES OF AUTOCRACY

German and American Systems of Education Contrasted

How has it been possible for the ruling class in Germany to hold seventy million people to a war program which has not only subjected them to suffering and sacrifice, but which also has condemned them to the wrath of an outraged world? By far the most satisfactory answer to this question is to be found in the organization of the German schools. Indeed, the striking contrasts between autocracy and democracy are at no point more clearly revealed than in the differences between the German system of education and a democratic system like that of the United States.

Caste System

In Germany, there are really two separate and distinct systems of schools. For the children of the masses, there are, first, the "People's Schools." These correspond very closely to the first eight grades of our American schools. About ninety per cent of all of the children attend these schools between the ages of six and fourteen. The program of studies includes the subjects that we ordinarily associate with elementary education—reading, writing, arithmetic, the mother-tongue, geography, and history. In addition to these subjects, the German schools lay very large emphasis upon religion. All of the subjects, including religion, are so taught that the "greatness" of Germany, her "destiny" as a world-dominating nation, and the "wonderful" achievements of her rulers are emphasized at every point. Thus the children from their earliest years are accustomed, not only to unquestioned obedience to the ruling powers, but also to the idea that these

(Continued on page 5)

THE UNITED WAR WORK CAMPAIGN

(Continued from page 1)

Jewish Welfare Board..	3,500,000
War Camp Community Service	15,000,000
American Library Association	3,500,000
Salvation Army.....	3,500,000

No subscription will be solicited for any one organization. If individuals prefer to contribute to any particular organization the contribution will be credited to the fund of that organization but shall be considered as a part of the total to which the organization is entitled.

One hundred seventy million five hundred thousand dollars means less than one dollar a week for the comfort, cheer, and entertainment of each of the boys of our Army and Navy. What miracles of morale these few dollars perform in bringing to our boys daily reminders of the confidence and affection of the folks back home!

What the Fund Does

Here are a few of the things this sum of money will continue to make possible:

More than 36,000 separate huts, clubs, hotels, restaurants, hostess houses, warehouses, and garages are now used by these organizations in addition to the hundreds of buildings occupied in peace times.

In camps and cantonments there are 842 libraries and 1547 branches containing a total of 3,600,000 books and 5,000,000 copies of periodicals.

More than 125,000,000 sheets of writing paper are furnished free to the soldiers every month.

The copies of the Scriptures and other books sent abroad, if piled one upon the other, would make a pile more than 20 miles high.

More than 500 tons of supplies for the boys leave our ports every week.

An average of 100 of the best actors and actresses in America are touring the huts in France all the time.

More than a thousand athletic directors abroad, and an equal number in America, direct the recreations of our soldiers.

On an average more than 15 miles of moving picture films are shipped to France weekly. The attendance at the free motion picture shows averages 2,500,000 a week.

Salvation Army Girls Baking Pies for Soldiers at the Front

In short, wherever you find a soldier or sailor you find the evidence of the loving care of the folks at home expressed through the medium of one of these organizations.

Y. M. C. A. Canteen Dug-out 150 Yards from the German Lines

VICTORY BOYS AND VICTORY GIRLS

Every boy and girl in America is challenged to serve and to sacrifice during the United War Work Campaign which is organized to raise $170,500,000 to provide for the comfort and happiness of our soldiers and sailors. A special opportunity is extended to boys over 14 years of age to become Victory Boys, an organization which has as its slogan "A million boys behind a million fighters." Similarly, girls over 14 years of age are urged to become Victory Girls.

These two organizations belong to the "Earn and Give" division of the United War Work Campaign. When a boy or girl enrolls in either organization he or she pledges to earn and give a stated sum for war work. This means that no one is to give any money that he has not earned. The definite goal for Victory Boys is the securing of one million boys, each to earn and give at least $5.00. No one is allowed to secure gifts for any part of his pledge. He may use his savings provided they represent his own earnings.

Children Inspire Fighters

"What an inspiration it will be to each of our fighters," declared Bishop Muldoon, Chairman of the National Catholic War Council, "to know that one boy or one girl has earned and given $5.00 for his comfort and cheer. We cannot furnish an enlisted man no better proof of the solid backing of a closely united nation."

Every teacher in America who has boys and girls eligible to these organizations should coöperate with the local campaign directors to see to it that not only two million boys and girls but that every boy and girl over 14 years of age may, when the war is over, be able to say proudly, "I had my part in winning the war. I earned the money to give comfort and cheer to an American soldier."

SURGEON-GENERAL BLUE URGES HOME CARE OF THE SICK

Because of the Acute Shortage, Doctors and Nurses Should not be Called in Unnecessarily

It is imperative that people stop calling doctors and nurses unnecessarily in mild cases of influenza, according to Surgeon-General Blue of the Public Health Service.

United in Service for Soldiers

With the present acute shortage of doctors and nurses in all parts of the country (about 30,000 doctors and 20,000 nurses have gone into military service) every unnecessary call, he declares, makes it so much harder to meet the urgent needs of those who are seriously ill.

Care of the Patient

Every person who feels sick and appears to be developing an attack of influenza should at once be put to bed in a well ventilated room. If his bowels have moved regularly it is not necessary to give a physic; where a physic is needed, a dose of castor oil or Rochelle salts should be given.

The room should be cleared of all unnecessary furniture, bric-a-brac, and rugs. A wash basin, pitcher and slop bowl, soap and towels should be at hand, preferably in the room or just outside the door.

If the patient is feverish a doctor should be called, and this should be done in any case if the patient appears very sick or coughs up pinkish (blood stained) sputum, or breathes rapidly and painfully.

Most of the patients cough up considerable mucus; by some there is much mucus discharged from the nose and throat. This material should not be collected in handkerchiefs, but rather on bits of old rags, or on toilet paper, or on paper napkins. As soon as they are used, these rags or papers should be placed in a paper bag kept beside the bed. Pocket handkerchiefs are out of place in the sick room, and should not be used by patients. The rags or papers in the paper bag should be burned.

The patients will not be hungry, and the diet should therefore be light. Milk, a soft boiled egg, some toast or crackers, a bit of jelly or jam, stewed fruit, some cooked cereal like oatmeal, hominy, or rice —these will suffice in most cases.

The comfort of the patient depends on a number of little things, and these should not be overlooked. Among these may be mentioned a well ventilated room; a thoroughly clean bed with fresh, smooth sheets and pillow cases; quiet, so that refreshing sleep may be had; cool drinking water conveniently placed; a cool compress to the forehead if there is headache; keeping the patient's hands and face clean, and hair combed; keeping his mouth clean, preferably with some pleasant mouth wash; letting the patient know that someone is within call, but not annoying him with too much fussing; giving the patient plenty of opportunity to rest and sleep.

It is advisable to give the sick room a good airing several times a day. The patient should be well protected against cold and draughts and then the windows should be opened wide to let in the fresh air.

Cautions for Attendants

So much for the patient. It is equally important to consider the person who is caring for him. It is important to remember that the disease is spread by breathing germ-laden matter sprayed into the air by the patient in coughing or even in ordinary breathing. The attendant should therefore wear a mask over the mouth and nose while in the sick room. Such a mask is easily made by folding a piece of gauze four-fold, sewing a piece of tape at the four corners, and tying the upper set of tapes over the ears, the lower set around the neck. If the folded piece of gauze is about six inches square, it will nicely cover the mouth and nose. Such a mask can be worn without discomfort for several hours, after which it can be boiled in water, dried, and be used again.

The attendant should always wash her hands with soap and water immediately after waiting on or touching the patient.

Cozy Refuge at the Front

This is important for carelessness in this direction may easily cause the attendant to become infected with the disease germs.

It is desirable that all attendants learn how to use a fever thermometer.

In closing, and lest I be misunderstood, I wish to leave one word of caution. *If in doubt, call the doctor.*

A German Concrete Gun-pit Now Used As a Y. M. C. A. Hut

BAD FAITH OF THE GERMAN GOVERNMENT

The reasons why we cannot enter into peace negotiations with Germany now are the same as they were a year ago. They were indicated in President Wilson's reply to the Pope, on August 27, 1917:

> We cannot take the word of the present rulers of Germany as a guarantee of anything that is to endure, unless explicitly supported by such conclusive evidence of the will and purpose of the German people themselves as the other peoples of the world would be justified in accepting. Without such guarantees, treaties of settlement, agreements for disarmament, covenants to set up arbitration in the place of force, territorial adjustments, reconstitution of small nations, if made with the German Government, no man, no nation could now depend on. We must await some new evidence of the purpose of the great peoples of the Central Powers. God grant it may be given soon, and in a way to restore the confidence of all peoples everywhere in the faith of nations and the possibility of a covenanted peace.

Nothing has since occurred to change the force of this argument.

GERMAN LINES COLLAPSE ON WESTERN FRONT

President Wilson Insists Upon the Abolition of Autocratic Governments in Germany and Austria

The terrific struggle begun by the French and the Americans for the possession of the Argonne Forest on September 26 ended on October 10 when the last of the Germans were cleared out of that formidable fortress. Not far behind the Germans lay the single railroad line running by way of Metz to Germany which, by the Franco-American victory, was seriously imperiled. In anticipation of this situation the Germans had constructed a series of defenses north and east of the Argonne Forest, known as the Kriemhilde line. The Americans have lost no time in attacking this position. On October 16 they swarmed across the Aisne River where by the capture of Grand Pré they broke the Kriemhilde system of defense at a vital point. At the same time the Americans advanced along the eastern bank of the Meuse, thus completely removing the German menace to Verdun and placing our army in a position to strike a vital blow at the enemy's line of communications.

German Center Breaks

Of even greater importance is the progress which has been made by the combined attack on the center of the German line between Cambrai and St. Quentin. After capturing these two places the lines have been pushed steadily to the east and are now well beyond Le Cateau and Bohain. The result of these victories so seriously endangered the German army to the south that, on October 12, it began a hasty retreat from its well prepared positions in the St. Gobain massif and on the Chemin des Dames. Within two days the important towns of Laon, La Fère, and Vouziers were captured. Thus a large portion of northern France, which had been under German domination since 1914, was set free.

Western Belgium Freed

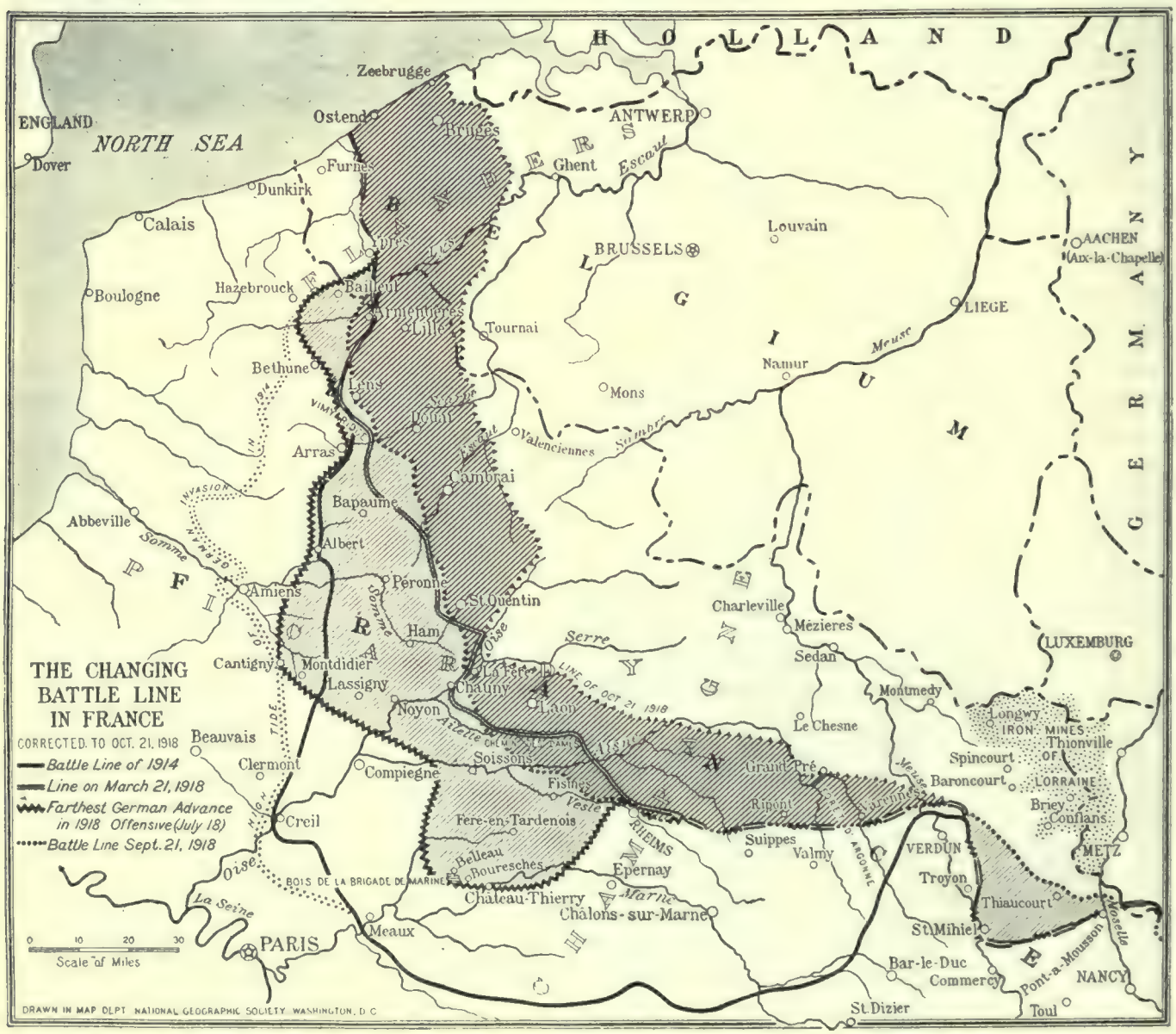
In Flanders the allied army began a new drive against the German positions on October 14. Within two days Roulers, Thourout, and Menin, with 11,000 prisoners, were captured. This conspicuous victory placed the German position on both flanks in such great danger that, on October 17, the Germans evacuated both Lille and Douai which were immediately occupied by the British. On the same day the Germans fled from the entire Belgian coast. Ostend and Zeebrugge, long used by the Germans as submarine bases, were occupied by British forces. Later the British captured Bruges, Thielt, and Courtrai, and pushed on toward Ghent and Brussels. The deliverance of these Belgian and French cities has naturally caused great rejoicing among the Belgian and French people.

Serbians Recover Homeland

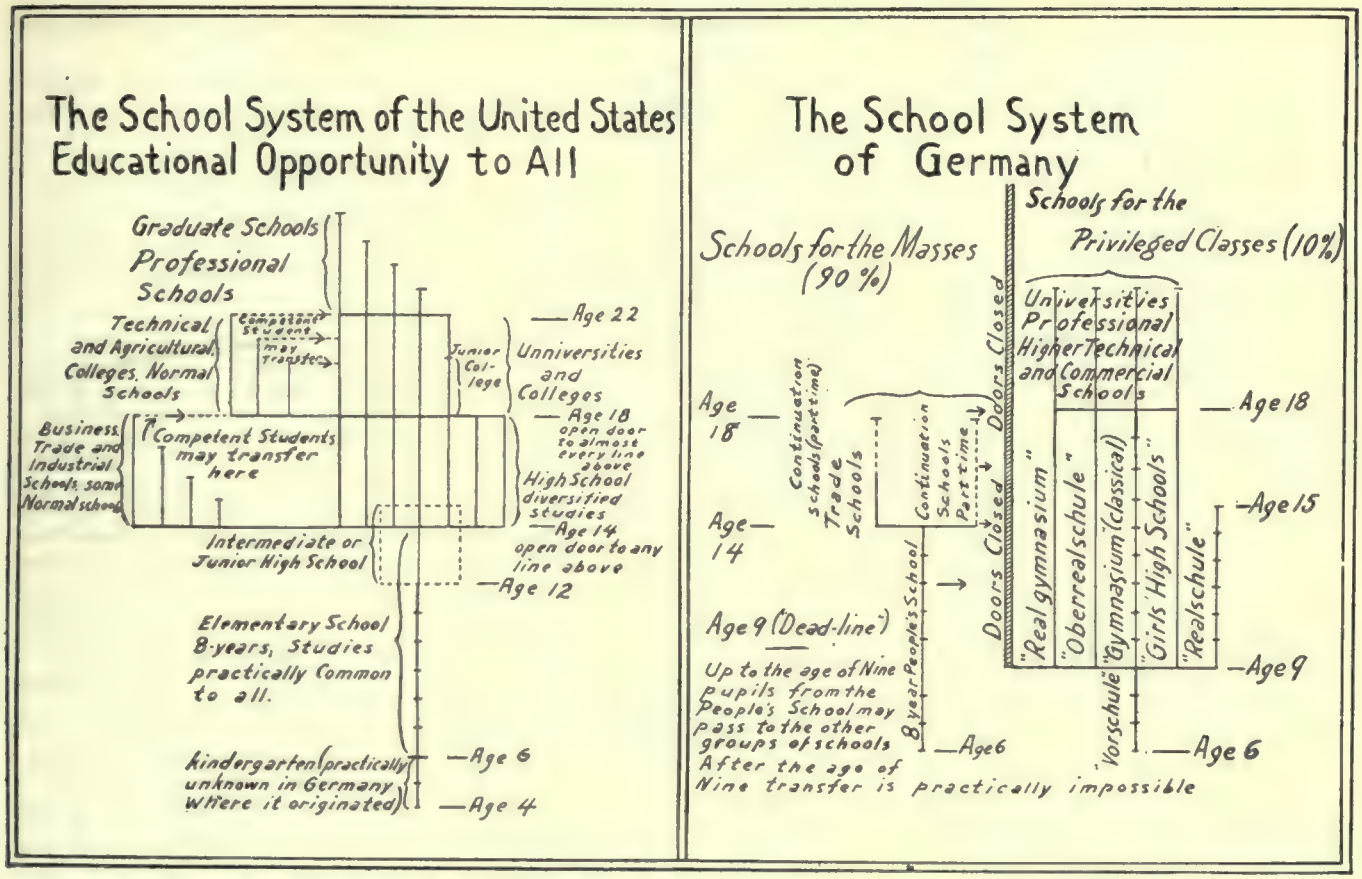
On the eastern front the Serbian and Italian armies are rapidly recovering Serbia, Albania, and Montenegro from the fleeing Austrians. Elabasan and Durazzo in Albania have fallen to the Italians while fully two-thirds of Serbia, including the cities of Nish, Krushevatz, and Novibazar, are now free from the enemy.

Aleppo Threatened

In Syria the allied forces have continued to make great progress to the northward. After the capture of Beirut on October 8



Map Showing Allied Progress on Western Front from July 18 to October 21. Heavily Shaded Area Shows One Month's Advances


The School System of the United States
Educational Opportunity to All
Graduate Schools
Professional Schools
Technical and Agricultural Colleges, Normal Schools
Competent Students may transfer
Junior College
Universities and Colleges
Age 22
Age 18
open door to almost every line above
Business, Trade and Industrial Schools, some Normal schools
Competent Students may transfer here
High School diversified studies
Age 14
open door to any line above
Intermediate or Junior High School
Age 12
Elementary School 8 years, Studies practically Common to all.
Kindergarten (practically unknown in Germany where it originated)
Age 6
Age 4
The School System of Germany
Schools for the Masses (90%)
Schools for the Privileged Classes (10%)
Universities Professional Higher Technical and Commercial Schools
Doors Closed
Age 18
Age 15
Age 9
Age 6
Continuation Schools (part time) Trade Schools
Continuation Schools Part time
"Real gymnasium"
"Oberrealschule"
"Gymnasium (classical)"
"Girls' High Schools"
"Realschule"
Vorschule
8 year People's School
Age 9 (Dead-line)
Up to the age of Nine pupils from the People's School may pass to the other groups of schools
After the age of Nine transfer is practically impossible

they took possession of Tripoli on the coast and of Homs in the interior. Aleppo, the great railroad junction to the north, is now little more than one hundred miles distant. In this remarkable campaign Indian troops have taken a prominent part. Indeed the fact that up to July 31, 1918, India had contributed no fewer than 1,115,189 men to the British army is a new and singular tribute to Great Britain's system of colonial government.

Germans Despair of Victory

These continuous victories by the Allies have at last convinced the Germans that they have lost the war. To the questions asked by President Wilson, October 8, the German Secretary of Foreign Affairs, Solf, returned a favorable answer on October 12 in which he asked for the appointment of a joint commission to carry out the proposed evacuation.

Two days later, the President reminded Germany that the only satisfactory process of evacuation must guarantee "the present military supremacy" of the Associated Powers, called attention to continued "acts of inhumanity, spoiliation and desolation," and to the peace condition requiring the destruction or reduction to virtual impotency of arbitrary power.

On October 20, Germany suggested the "actual standard of power" as a basis of armistice and announced a change in the German constitution, to give the people representation in decisions concerning peace and war. The President promptly declared that the only satisfactory armistice must leave the Associated Powers in position "to make a renewal of hostilities on the part of Germany impossible," and made it plain that, if the United States "must deal with the military masters and the monarchial autocrats of Germany" now or later, "it must demand, not peace negotiations, but surrender."

President Wilson has also informed the Austro-Hungarian government that, since the allied governments have now recognized the independence of the Czecho-Slovaks, he is not at liberty to accept the mere autonomy of these people which the Emperor of Austria-Hungaria has recently declared that he will grant.

THE GERMAN SCHOOLS AS NURSERIES OF AUTOCRACY

(Continued from page 1)

rulers have already made their country great and can readily increase its power.

Common People Blocked

The pupils in these "People's schools," it should be remembered, are not expected to think much for themselves and are consequently not trained to do independent thinking. The rulers have needed for their purposes a docile mass of common people. But they also need common people who are intelligent enough to work efficiently. Within narrow limits, then, the schools develop skill and intelligence among all of the children, but the rulers see to it that every channel of further progress is carefully blocked. For a boy or a girl who has gone through one of the People's schools to go on to what we should call a high school is so rare in Germany that it is looked upon almost as a miracle. In America, at least *one pupil in every five* entering the first grade goes on into the high school; in Germany, of those passing from the People's Schools to the higher institutions, the ratio is said not to be more than *one in ten thousand!*

Docile Subjects of the State

What becomes of these children of the masses when they have finished the People's schools? Their further "education" is by no means neglected, but it is an education designed solely to perfect them in their trades and occupations and to make them efficient, docile, and contented citizens. It is distinctly *not* intended to fit them for leadership or for active participation in the affairs of government. They may enter trade schools, of which Germany has a large number, or, if they go to work at once, they are in most of the German states compelled to spend a certain number of hours each week in "continuation schools," where they are taught subjects pertaining to their work and given additional "instruction" in what the rulers believe to be "good citizenship" for the masses — that is, willingness to follow the guidance of their leaders and to make themselves valuable in their own restricted spheres.

Classes Think for Nation

So much for the education of the masses. For the "classes," all is different. They are to do the thinking and planning for the nation—subject, of course, to the supreme will of the All-Highest. To them are open the secondary schools, the great technical schools, and the universities.

The secondary schools of Germany are not like our high schools. They take pupils at the age of nine and keep them until they are fifteen or eighteen. Prior to entering the secondary school, the pupil has usually attended for three years a preparatory school called the *Vorschule*, although in some cases children are admitted to the secondary school at the close of the third

year of the People's schools. If a boy expects to go to the university and prepare for a profession (law, medicine, theology, or the higher branches of teaching), he enters, at the age of nine, a *Gymnasium*, or classical school. If he intends to be an engineer or a chemist or a leader in some other technical or industrial field, he goes into the *Realgymnasium* or the *Oberrealschule*, both of which prepare for the technical colleges as well as for the universities. In both cases, the period of preparation extends through nine years. If, however, he is going into business or expects to do a lower type of work in the industries, he enters the *Realschule*, where he remains for only six years or until he is fifteen years old. While the People's schools are practically free, a substantial tuition fee is charged for instruction in the secondary schools; hence the latter are, in any case, closed to the children of the poor.

Classes Subservient to Ruler's Will

Germany has given much encouragement to the children of the "classes" to continue their education and fit themselves for professions and for political, industrial, and commercial leadership. Among other things, she requires in peace times only one year of military service from those who attend a secondary school for a certain number of years. She also gives an official social status to those who have gone through these schools and through the universities or the higher technical schools. Thus, although making the great masses of her people narrowly intelligent and narrowly skillful and efficient—while still keeping them docile and subservient to their rulers—she also provides for a goodly number of broadly educated leaders and thinkers, who, because of the privileges that have been given them, are also willing tools of the rulers.

Could anything in the way of education be more cunningly contrived to realize what the war has clearly proved to be Germany's ambition for world-conquest?

German Schools Contrasted With American

The contrast with our American plan of education is obvious. Our system, though often referred to as "an educational ladder," is better characterized as a broad highway, open to all. Practically all American children attend the same kind of a school for the first six or eight years of their school life. Those who go on enter the secondary school at about the age of fourteen, instead of at the age of nine as in Germany. This means that children are kept together much longer. Children of all types and kinds meet in the same classes, mingle together on the same playgrounds, study the same lessons, compete for the same honors, participate in the same social activities. This makes for a mutual understanding and a mutual sympathy that lie at the very basis of democracy. Some people marvel at the fine democracy of our army—the working together of all types of men, rich and poor, native and foreign-born, in a common cause. It *is* a fine thing, but when we remember that most of these men throughout their school lives were doing this very thing, the marvel, in a sense at least, disappears.

Door of Opportunity Always Open

But the laying of a basis of common culture, common interests, mutual understanding, and mutual sympathy is only one of the ways in which our American schools reflect the true spirit of democracy. The outstanding virtue in our organization lies in the fact that the door of opportunity is continually open. In Germany, a child who has passed the third year in the People's schools, who has passed the age of nine, is practically predestined to a certain type of life. No matter what aptitudes he or she may later reveal, there is, broadly speaking, no provision by means of which a different career can be prepared for. But in our American schools there is no such closing of the doors at these early ages.

American Schools Truly Democratic

That our schools have faults, and some very grave faults, no one would deny. But in these two ways, at least they have developed consistently with the democratic ideals—they have kept the children of all classes together during a most impressionable period of their lives, and they have kept the doors of opportunity open. We can learn some lessons, even from German education, just as we have learned some lessons from German military organization. But these lessons mainly concern matters of detail. A vastly more important lesson Germany may and probably will learn from us—the lesson of true democracy nurtured by a democratic school system. Indeed, there was in Germany, before the war, a distinct movement toward the reorganization of the schools on something approaching the American plan. A six-year "unit school" was projected, which was to be, like our American elementary school, a "common school" for all. Under such an organization, the separation of children would be postponed until the age of twelve. Reports show that this reform has had a serious set-back since the war began.—*W. C. B.*

COMBATING INFLUENZA

1. Influenza is a germ disease.
2. Influenza is highly catching.
3. Influenza is probably spread mostly by breathing air containing tiny particles of germ-laden mucus.
4. Germ-laden mucus is sprayed into the air when careless or ignorant people cough or sneeze without covering their mouths and noses.
5. Anything soiled with germ-laden mucus from the nose or mouth of an influenza patient is dangerous.
6. Those who come into contact with influenza patients or who wait on them should always wash their hands after such contact. They should wear gauze masks to prevent breathing germ-laden mucus coming from the patient.—*United States Public Health Service.*

PUBLIC HEALTH SERVICE

Teachers Are Offered Materials and Help in Assisting to Preserve Nation's Health

What havoc can be wrought by a single communicable disease is well shown in the figures just given out by the War Department concerning the prevalence of "Spanish" influenza among the military forces of the United States. These show that up to the present time over 275,000 soldiers have been affected, and that over 13,000 have died as the result of influenza. *This is nearly as many as have been killed in action since this country entered the war!*

According to an official statement recently made by Surgeon-General Rupert Blue of the United States Public Health Service, the most effective single weapon with which to combat influenza and other communicable diseases is popular health education. This being the case, a great responsibility rests on all the school teachers throughout the country. They must teach the children the essential facts regarding these diseases, especially how they are ordinarily spread from person to person and how this may be prevented.

Health instruction should begin in the lowest grades in school, and should continue throughout the child's entire school life. In the lowest grades simple directions regarding washing of the hands and face, brushing of the teeth, and dangers lurking in the common drinking cup should be given; later, as the child is able to comprehend, some explanation as to the reasons for these directions should be added. In the upper grades the children are ready for simple instruction regarding the germ nature of infectious diseases, and regarding important matters of personal and public hygiene and sanitation.

The United States Public Health Service has available a large number of instructive leaflets dealing with all phases of public health and hygiene, and will be glad to supply teachers with these on request. Many of them can be supplied in quantity for distribution to the pupils. Requests should be addressed to United States Public Health Service, Washington, D.C. In writing, please mention this announcement in NATIONAL SCHOOL SERVICE.

AMERICAN MINERS TO WORK LENS MINES

When the Germans were forced out of the coal regions in the neighborhood of Lens, there was already on hand, waiting to take over the operation of the mines, a body of American coal miners, equipped with the latest mining machinery.

The mines in the Lens district were prizes which had fallen to the Kaiser's armies. It became apparent some time ago, however, that the Germans must soon give up their conquests. American mining units were immediately organized and machinery gathered, even to fire-fighting apparatus in the event that the Germans should fire the shafts.

General Pershing's forces, as well as those of the British and French, will undoubtedly get some of their coal for the coming winter from these recaptured veins.

THE BACK TO THE SCHOOL DRIVE

Children's Bureau and Council of National Defense Unite to Enforce School Attendance Laws

"Boys and girls be patriotic! Enlist in school today!"

That is the slogan with which the Children's Bureau of the United States Department of Labor is opening the third drive of Children's Year. The object of this Back-to-School drive may be stated in the words used by the President in a letter to the Secretary of the Interior, "That no boy or girl shall have less education because of the war." The drive is aimed, first, to get back to school as many as possible of the children under 16 years of age who have left school during the past year to go to work, and, second, to keep them there.

In this campaign the school house is absolutely indispensable. It must be the base of operations for any successful back-to-school drive. Realizing this, the child conservation section of the Council of National Defense, in whose hands the active work of the drive will be, has urged each community council to appoint a school welfare committee for every schoolhouse. These more than 281,000 committees are to work in coöperation with the teachers.

Keep Children in School

To keep children in school in spite of the demands of war time conditions is as patriotic a task as any war work that can be done. As Secretary Wilson of the United States Department of Labor puts it: "The children are our last reserves....If we are not to go down to defeat in the battles of peace, we must have an army of reserves who are strong in body, well trained in hand and mind. It is the children who are in school today who will see to it that their fathers and brothers who have fought and died in this war, have not fought and died in vain. We must keep them in school and see that they get there the equipment they need for the work that is before them."

But the children are not staying in school. Investigations made by the Children's Bureau in many large industrial centers have shown that hundreds of boys and girls, lured by high wages, are leaving school to go to work. The greater part of them are doing work that offers no "future."

Not Needed in Industry

And they are not needed in industry now. Their work is not necessary to war. The United States Employment Service, which is mobilizing the labor of the country, has issued an order to all its agents to discourage children under 16 from leaving school to enter industry.

How to get children who have once left school for work back into the classroom is something of a problem. The school welfare committees are planning to solve that problem by visiting the homes of those children under 16 years of age who have left school this year or who failed to return after summer vacation. In the case of very bright children, who are forced to go to work to help out with the family budget, some local committees are planning to furnish scholarships to keep them in school. The Red Cross is already furnishing scholarships to those children who have to leave school because a father or an older brother is with the colors.

Teachers Coöperate

The part of the teachers in this drive will be, chiefly, to furnish the lists of children required by the committee and to help, if they are called upon, in the home visiting. Many large city schools employ vocational advisers, who consult with the children who are about to leave school and try to show them the value of further education. In small towns and rural districts, that duty is the teacher's. It is the teacher who must watch for the first sign of restlessness in a boy or girl, and who must endeavor to make what the school has to offer seem more worth while than the industrial world with its alluring prospect of high wages and independence.

SAVE PAPER

The Government's requirements for all kinds of paper are increasing rapidly and must be supplied.

Paper making requires a large amount of fuel which is essential for war purposes. A pound of paper wasted represents from one to three pounds of coal wasted.

Paper contains valuable chemicals necessary for war purposes. Economy in the use of paper will release a large quantity of these materials for making ammunition or poisonous gases.

Paper making requires labor and capital, both of which are needed in war service.

Paper making requires transportation space. Economy in the use of paper will release thousands of freight cars for war purposes.

Greater care in the purchase and use of paper will save money. Your savings will help finance the war.

Strictest economy in the use of paper will prevent a shortage.—*War Industries Board.*

MUCH IN LITTLE

Certain fresh fruits contain 10 per cent of sugar, some dried fruits run to 50 per cent, and syrups sometimes contain 75 per cent of sugar; but what we call sugar is almost 100 per cent real sugar.

A pound of sugar is practically a pound of food such as soldiers need more than do we at home—a quick energizer. When we ship sugar we put the most food in the least space possible. A ship loaded with sugar is practically 100 per cent efficient; a ship loaded with fruit and syrup isn't.

A ship and a soldier's kit must carry as much as possible in as little space as possible. A problem—but don't stop to figure. Use the answers given you. One is—eat the fruit and syrup and send the sugar.

SAVE WASTE PAPER!

An Appeal to the Boys and Girls of America from the War Industries Board

Your country is proud of the way in which you have responded to every appeal made to you since the beginning of the war, and it is going to be more proud before the war is over, and prouder still when it *is* over and the full value and extent of your services are realized. You have shown a practical patriotism that might well shame many an older person. You have sold Liberty bonds and War Savings stamps. You have done your share and more in the matter of food conservation. You have knitted and rolled bandages, contributed eagerly to every drive for money and, in short, proved yourselves 100 per cent American. And because this is so, to the latest appeal of your government you will give the same enthusiastic support that you have given to all others.

That appeal is to *save paper.* Not to save paper that has been used—although that, too, is necessary—but to save paper that hasn't been used; in other words, to use just as little of it as you possibly can. We are so accustomed to having all the paper that we want that just at first it is hard to realize that there is a scarcity of it. But there is; a real scarcity, and one that is growing. It is scarce because the things that go into the making of it, such as wood pulp, sulphur, caustic soda, and chlorine, are scarce. And paper making requires fuel, labor, transportation space, and money, all of which can be used in better ways for the winning of the war.

To start with, give up the scratch pad habit. Don't use wrapping paper or bags when you can do without them. Don't write needless letters or notes. Make what paper you have on hand last until the war is over. And, too, both by example and by word of mouth, persuade others to do the same. Uncle Sam says we can get along nicely on a fourth of the paper we now use. All right, let's do it. It isn't much of a sacrifice he is asking, after all, and when you think that every scrap not wasted releases just so much sulphur and chlorine to be made into poisonous gases with which to beat the enemy at his own game, why, saving paper—even going without it altogether—is going to be the easiest thing you do!

AVOID THE BONFIRE

Avoid the bonfire! Do not burn your waste paper. It is far too valuable just now. Flatten out your cornmeal box, your oatmeal box, your sugar, coffee, and starch boxes, and store them carefully against the junkman's visit, the call of the Salvation Army, or the Red Cross worker. Besides the paper pulp so precious now, these empty boxes contain much valuable chemical material, even more precious in this hour.

Save your egg cartons, your cake boxes, paper bags, paper plates, and boxes of all kinds, and make them do double and treble duty. When they are too soiled for further use, do not burn them. Save them as waste paper. In the soiled and torn remains are also precious chemicals and paper pulp. Send them to the mills again.

National School Service

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STATE EDITORIAL BOARDS

State Editorial Boards, each consisting of five members appointed by the State Superintendents, represent the classroom teachers of the several States.

Every school pupil is a messenger for Uncle Sam.

An important message now is the appeal for the United War Work Campaign.

Another important message should carry to every home Surgeon-General Blue's advice regarding the treatment of influenza.

Saving paper is an urgent necessity. Teachers and school children are asked to do their utmost to help. While directions for saving are given in each issue of NATIONAL SCHOOL SERVICE, this publication willingly acquiesces in regulations requiring the strictest economy, thus attempting to practice what is preached.

Do not let "peace rumors" interfere with the war work of the schools. Whether peace comes in a week or a month or a year, the great "war" enterprises of the schools will not stop. Peace tomorrow would not lessen by one whit the need for saving food, fuel, and labor; it would not lessen in the slightest measure the need for supporting the Red Cross, the Y. M. C. A., the Knights of Columbus, the Salvation Army, the War Library Service, and the other agencies that are doing so much for our soldiers; it would not diminish the importance of teaching the war intelligently in the schools. Far from meaning an end of the "war work" in the schools, peace—when it comes—will really mean a redoubling of effort. The inevitable tendency toward a "letting down" in enthusiasm will place upon the schools an increased responsibility for stimulating civilian morale. What is gained by the sword must be preserved and extended. What the fighting men are so splendidly achieving it will be our duty to "carry on."

MEETING DEMANDS

A word of explanation is due the teachers who have expressed their appreciation of NATIONAL SCHOOL SERVICE, and especially to those who have asked for it and are willing to pay for it for class use.

Our policy in this matter must fit our budget. The Committee on Public Information does not have unlimited funds. Its work is supported by a definite Congressional appropriation of $1,250,000 for the year. The Division of Civic and Educational Publications is only one of many divisions through which the Committee fulfills the duties and responsibilities laid upon it. In that division NATIONAL SCHOOL SERVICE is only one of the publications. The demands for the pamphlets ran to nearly 30,000,000 copies last year and their use in schools and colleges and homes and camps indicates that this expense must go on.

The sale price attached to a few of these does not give the Committee larger funds nor would the sale of copies of NATIONAL SCHOOL SERVICE help us, for the law under which the Committee acts requires all receipts, except those of the film division, to be turned back into the general Treasury of the United States, and only a new law or appropriation act could put them at our disposal. Sales of copies and even subscriptions from those who are not teachers would only increase our printing bill and eat into our funds and endanger our program of sending one copy of the NATIONAL SCHOOL SERVICE to every teacher. We must carefully guard our funds if we are to make them carry the regular list.

I feel sure the teaching body will understand that our inability to meet such requests for class use and libraries, is simply in order to be sure that our appropriation covers if possible a whole year's issue strictly to teachers.

G. S. F.

"SOMEBODY MEANS ME"

We often hear it said: "What is everybody's business is nobody's business." Some people wait to be called by name before volunteering for service, but we are all learning to stand at attention when the general orders are sent forth and to remember that they are addressed explicitly to each and every one of us.

A woman who had done a good deal of the world's work once said that her life motto had been: "Somebody means me." When she was a little girl, her mother often said: "I wish somebody would shut the door" or "If only somebody would find my scissors." The child made up her mind that she would always respond when "somebody" was called upon. She became a wonderfully helpful woman.

The Government is sending messages across our country every day. They come from the War Department, from the Labor Bureau, from the Food Administration, etc. They are published in the newspapers or sent by bulletins. They are intended for the use of all. It is necessary that the country should understand the problems of the war and that each one should help in the best way he can to carry out the directions of the Government.

"Somebody" must read these messages to learn to understand them. "Somebody" must carry them to those who do not receive the bulletins, who do not read the papers, or who live too far away to get the news. In other words, the Government needs an army of messengers to carry the directions.

In France, the Government messages have throughout the war been carried by the school children to their homes. The teachers explain the messages and the children in turn carry them to their home folks and their neighbors.

This is a great service for the schools to render. They can aid the Government in this way and at the same time can rejoice in being thought strong enough, true enough, and faithful enough to carry the messages.—*Sarah Louise Arnold.*

A TRIBUTE TO A TEACHER

The hand of this American, only a little while ago an instructor of youth, then the head of a great university, a student of history, a writer of history, now by the votes of his countrymen become the head of a great State, has rung the death knell of a powerful, centuries-old, historic dynasty, guilty of fouler crimes and mightier wrongs than those which have blackened the annals of all the kings of earth. It is a marvel unmatched in the chronicles of men that this unassuming gentleman who never wore a sword in his life should write the word that topples from his ancient throne in a far-off land the world's greatest military despot who never publicly appeared without one. An American pen has forever stilled the rattling of that terrible German sabre.—*New York Times, October 15, 1918.*

ARMY NURSES NEEDED

Red Cross Urgently Calls Women of America to Help Reduce Human Cost of War

It is estimated, by the men who are trying to reduce the human cost of this war, that 25,000 graduate nurses should be on duty in military establishments alone, by January 1st, 1919. With less than three months left, the Army is still lacking 8000.

This estimate, based on an Army of 3,000,000 men, further states that we will need an additional 25,000 graduate and student nurses by July 1.

The total enrollment of Red Cross nurses is nearly 31,000, but enrollments are numbered consecutively and include also those nurses not available nor eligible for active military service, such as married nurses, nurses enrolled for special service on committees, or as instructors in the Red Cross courses in home hygiene and care of the sick.

On October 1, the total assignment of nurses to duty was 18,521. About half of these are in Europe and half in the United States. Of this number 16,546 have been assigned to the Army or are awaiting orders; 1179 to the Navy; 248 to the United States Public Health Service; and 548 are serving directly under the auspices of the American Red Cross both here and abroad.

To meet the estimated requirements, it will be necessary to assign nurses at the rate of 112 a day until the end of the year. The assignment so far this month has averaged about 90 a day.

This estimate of the required daily assignments for the rest of the year contemplates that nurses available for service with the Army and Navy nurse corps will not be used for public health service, leaving that duty for married nurses and others not eligible for active service with the military establishment.

The present epidemic of Spanish influenza and the shortage of nurses caused by a state of war, has brought about a condition unparalleled in our history and has placed on the women of the country a responsibility for the nation's health that cannot be ignored.

CONSTANTS IN EDUCATION

While war service work is being emphasized in the schools, Dr. Nathan C. Schaeffer, State Superintendent of Public Instruction of Pennsylvania, points out some of the constants which must not be neglected. The list, as follows, is not designed to be exhaustive:

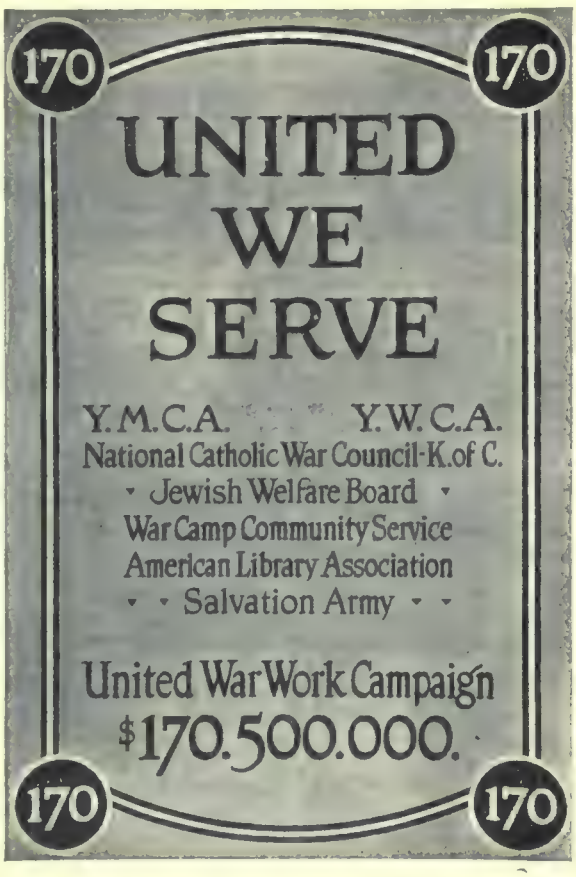
1. Reading and writing are indispensable in the adjustment to modern civilization. The rudiments of an English education are essential in the making of citizens who shall be one hundred per cent American.

2. The war will not change the multiplication table nor cause us to drop the decimal scale in number work.

3. The four fundamental operations in integers and fractions including decimals, will have to be taught during the war in all our schools and will continue to be taught regardless of the changes which victory will bring about.

4. The principles of percentage will continue to be taught. The same is true of square root and cube root, of the operations of algebra and the theorems of geometry. The war will not change the truths of calculus and of the higher mathematics.

5. History and geography have constant elements. The war cannot change the date of the discovery of America nor the causes which led to this discovery. Maps change, but the forces which are taught and explained in physical geography will not be changed by the war. The causes of day and night, of the seasons, of the weather, of tides, and of twilight will not be changed by the war.



6. The law of gravitation will continue to operate. The war will not change the laws of nature. The principles of chemistry, physics, and biology will be taught after the war as before the war.

7. There are unchangeable laws of development in the growth of human beings. These will not be modified by the war. The war may make us understand and appreciate these as never before and thus cause us to lay greater stress upon certain phases of instruction in health and sanitation.

The foregoing may serve to show that there will be less change in the schools after the war than many people now expect. It will ease the conscience of many teachers and make them more happy in their work if they are impressed with the fact that there are constants as well as variables in education.

FOOD AND THE FUTURE

Steady Reduction of Consumption and Waste of Foods Urged by the Food Administration

No tug-of-war was ever won by a team which—after it had nearly hauled the opposing team across the line—should pause, slacken its grip on the rope, congratulate itself on how well it had been doing, and assume that it could finish up the match at any time it wished.

It does not take much imagination to see what would happen under those circumstances. The other team, alive to its opportunity, would promptly proceed to undo all the complacent team's hard pulling, and the match might be prolonged indefinitely.

The only way to win a tug-of-war is to keep everlastingly hauling until it is won. And that is precisely the way to win a war.

What Has Been Done

Now it is true that this country has done a good deal in the way of helping feed the Allies since we entered the war. This nation, true to its ideals of democracy, of its own accord made such sacrifices and performed such feats of saving, that it exported much of the food of which the Allies were sorely in need.

For instance, in the case of wheat, we sent so much of our 1917 harvest to the Allies out of a store that we should ordinarily have eaten ourselves, that as a nation we have the right to feel glad of the achievement. But—to go back to that tug-of-war comparison—if we pause to pat ourselves on the back over our wheat exports, we shall be losing that much extra effort which should be directed to the future. And it is intense application to future food exports to the Allies and our own soldiers that is going to shorten this war and win it.

What Must Be Done

It is true that in the year ending July 1, 1918, we shipped to Allied civilians and armies, our own armies, the Belgian relief, and certain neutrals dependent upon us, 11,820,000 tons of foodstuffs. But what is more important is that next year we must ship to those same peoples 17,550,000 tons of foodstuffs, or nearly fifty per cent more than we shipped the previous year.

We must do that if we are to maintain Allied health and strength to the necessary degree. And we can do it, not merely by spasmodically saving and sending this or that food, but by a steady and unending reduction of consumption and waste of all sorts of easily shipped foodstuffs.

The Final Test

We can do that and still preserve our national health. Moreover, sacrifice as we may, we shall still fare better than our Allies. But we have pledged our all to serve the common cause, and to do so we must eat at a common table with our comrades-in-arms.

The beginning of the tug-of-war is over. But the final test is still to come.

Rural Schools

A HOUSE-TO-HOUSE CANVASS IN WAR WORK CAMPAIGN

In rural communities where influenza is bad or where farmers are too busy to make a community meeting successful, a house-to-house canvass for war work donations is advised. The rural teacher may well initiate this movement if no one else seems ready, but she should enlist one or more patriotic women of the community as helpers. A mother who has boys in service and who holds a position of leadership in the district will gladly help.

It is usually best for two canvassers to work together. Every home in the district should be visited and each family asked to contribute something, however little. When money is not available, pledges of canned fruit, vegetables, chickens, corn, cotton, wheat, a pig, or a calf may be taken and afterward collected and sold by older boys of the district.

In preparing for this work each canvasser will need to collect some good pictures and current articles and stories of war work activities to use in the homes visited. Devote the early part of each call to discussing the general activities of the organizations asking help in this drive; read letters from community boys at the front telling of the service rendered by these organizations; tell of the goal set by the district; of the donations made by other communities and neighbors; and finally ask for any contribution the household can make in either money or salable products. All farm homes will respond to this appeal if it is rightly presented.

COMMUNITY MEETING FOR UNITED WAR WORK

As one means of advancing the national drive for United War Work donations from November 11-18 each rural teacher should plan and hold a community meeting. Make the raising and giving of money for the comfort work of our soldiers overseas the object of this meeting and get every family in the district to attend and to participate. Various devices for enlisting the coöperation of the community in such a drive must be used in different sections of the country. One money-raising plan in almost universal use is the box-supper, still common in rural districts. Oyster suppers, chicken suppers, pie and ice-cream socials, and coffee socials are other possibilities.

Have the school children give a program consisting of patriotic music, recitations of war poetry, and war relief stories. Get fathers and mothers with sons in service to read passages from their boys' letters showing the valuable service given to the men overseas by the United War Work organizations. Have one speaker who can talk for ten or fifteen minutes on this work and induce people to donate to the cause.

FUEL FROM THE FARM

The coal shortage for next winter makes it necessary that wood should be used to save both coal and transportation, says the Department of Agriculture. Country districts and small villages are in a position to help coal conservation greatly by burning wood.

Farmers now use on their farms 83,000,000 cords of wood annually, but the fuel authorities urge all farmers to use wood during the war. Any kind of coal stove or furnace can be used for burning wood.

Two cords of soft wood equal a ton of coal, but a cord of hard wood from a number of well-known kinds of trees will equal a ton of coal in heating value. For three varieties—Osage orange, live oak, and black locust—a cord of wood has a higher heating value than a ton of coal.

Communities threatened with serious fuel shortage should not wait until winter, but should act now to stimulate the cutting of wood by farmers, say officials of the Forest Service. It is believed that farmers in many sections will cut all the wood needed for the community if they are guaranteed a minimum price sufficient to allow a fair profit. Such contracts should be made as early as possible, so that the wood may be properly seasoned.

CANTEEN CLIPPINGS

Use the clipping box this week for pictures from magazines and Sunday supplements showing the United War Work activities at home and abroad.

Have the children bring in letters from the front that are written on paper from any of the War Work organizations, or that tell of life in the huts or canteens.

Mount these pictures and letters on large cards to make posters—What the Boys Play, Life in a Hut, Stock in a "Y" Store.

GET OUT YOUR SLATE OR SAVE PAPER

When Abraham Lincoln was a boy he wanted a slate. But slates were scarce and he was compelled to use the back of his father's shovel. Today the slate is almost forgotten, but war has brought it back. The government wants every scrap of paper put to war purposes—paper contains materials and chemicals necessary in the manufacture of explosives and gases. Must the scribbling pad go? Must we get out the slate and sponge? We hope not, because all of us can help win the war by using only the paper that is necessary. We don't want to go back to the dirty slate, do we? Then be careful with your paper because Uncle Sam needs every piece, and remember, paper saved is paper made. By careful saving you can do much to help the Government at this time.

VICTORY BOYS AND GIRLS IN RURAL SCHOOLS

School children over fourteen years of age are to be organized throughout the nation for the United War Work campaign as Victory Boys and Victory Girls.

There are twelve million children in the rural and village schools of America. If each child should average but one dollar in this drive think of the grand total thus made possible!

Give your rural children a chance to take part in this service. Write or telephone to the editor of your leading county paper, to the County Council of Defense, or to County Secretary of the Y. M. C. A and get the address of the county leader of the United War Work campaign. Secure from this leader pledge cards, buttons, window banners, and publicity material to use in organizing your children into Victory membership. Then discuss the United War Work campaign during a morning exercise period and get the children to enroll and sign pledges. After enrollment, ways and

means of earning money will need to be thoroughly discussed.

Picking fruit for farmers, digging potatoes, picking cotton, or gathering and selling nuts are some of the money-making activities in which the school can coöperate. Country boys can earn money by husking corn, picking cotton or fruit, selling a pig or a calf, doing chores or farm work for neighbors, sawing and selling wood, or trapping and selling fur-bearing animals. Country girls can earn by helping neighbor women cook for threshers, wood-sawers, or huskers; by nursing or working out for a few days in families where there is illness; by selling canned fruit, chickens, butter, milk, and eggs; by sewing for neighbors; by gathering and selling nuts; and by baking and selling bread, pies, and cakes to town lunch rooms. Each can do something to help our soldiers.

The rural problem is to maintain upon our land a class of people whose status in our society fairly represents American ideals.—*K. L. Butterfield.*

THE GRANDFATHER OF THIS WAR

Fifty years ago there was a king in Prussia called William I. He had a minister who said that Germany could only grow great by blood and iron. His name was Bismarck. He thought that France was in the way of Germany's growth and prosperity, and that only by war with France could the obstacle be removed. He also thought that only through a foreign war could the separate German states be brought into a single empire under the Prussian king. So he did a wicked thing. France and Prussia were quarreling over the question of a successor to the Spanish throne. But their disagreement was one that could be settled by discussion. King William I met with the French ambassador and they held just such a peaceful discussion as was needed. Then King William sent an account of the meeting to his minister, Bismarck, and told him to give out to the people as much of it as he saw fit.

Bismarck Falsifies Message

What did Bismarck do? Pencil in hand, he went over the king's message. He had been told to give out what he saw fit. He cut out certain portions of it; he changed a word here and there so as to make it sound harsher. When this was done, the peaceful message sounded like a defiance. Bismarck falsely made it appear that the French Ambassador had insulted the King of Prussia, and that the King had properly rebuked him. Then Bismarck gave out to the newspapers this account. Next day all of France was furious at the supposed action of the king and all of Germany was furious at the supposed action of the ambassador. Bismarck had brought about the conditions that he desired. When Bismarck read to the Prussian General, Moltke, the altered dispatch, he tells us that, "Moltke immediately became quite young and fresh again. He had got his war, his trade."

War Declared

War between France and Germany was at once declared, the Franco-Prussian war of 1870-71. Much of the fighting was near Metz, the same region which has seen so much of the combat in this war. The armies of France were ill prepared and poorly led. In six months it was all over. France was defeated. The terms of peace were bitter.

France Pays Big Indemnity

France was compelled to pay a war indemnity of $1,000,000,000 and to give up Alsace and part of Lorraine amounting all told to about 5000 square miles of territory with a million and a half inhabitants. The part of Lorraine taken by Germany contained rich iron mines; in the present war Germany has seized and hopes to retain the great iron mines in the rest of Lorraine. "Without the ores of Lorraine," said a German professor in 1915, "we should today be unable to maintain our iron and steel production on the scale which this war demands."

Caused Present War

The war of 1870-71 paid Germany well, without a doubt. Ever since then her war lords have been laying their plans for another war that, through further territorial gain and even heavier indemnities, would increase Germany's power and dominion. It was in 1914 that their hour seemed to be at hand. The world war of today is the child of the Franco-Prussian war of 1870, and that war was born in the unscrupulous brain of Bismarck, minister of Prussia.

A CLUB BOY'S STORY

Four years ago a garden-club boy in Massachusetts faced what would have seemed even to an adult a hard problem. Born in Italy, but thoroughly inoculated with American ideas of the necessity of an education, Tito was told by his father while in the eighth grade that he could no longer be kept in school. His future path was to lie toward the near-by factory.

Because of his garden-club experience under the auspices of the local leader for the United States Department of Agriculture, he knew that he could earn as much by potato raising outside of school hours as he could by full-time work in a factory. He finally obtained permission from his father to try it. So successful was he during the summer that his father was willing for him to enter the ninth grade in the fall.

The next spring the superintendent let him have land to use for a large garden. To ten boys whom he had selected from the upper grammer grades Tito made the proposition to pay so much an hour and to give each a garden plot. The following excellent advice he offered to them in addition, "If you are going to quit, quit now while it is cool and not when it is hot next August."

By fall he had decided that enough could be earned in the summers to enable him to attend high school and the agricultural college later. Now a junior in high school, he has a good-sized hothouse under lease, where he raises cabbage, cauliflower, and tomato plants. He owns an auto truck to handle his produce, has a bank account, pays his bills by check, and owns at least one government bond. With all of his school and business cares, he still has time to look after the school welfare of his younger brothers and sisters.

Primary Grades

EXPLAINING THE UNITED WAR WORK TO CHILDREN

Show the children a letter from a soldier written on paper secured at one of the United-Service huts. If possible show a picture of a hut or a canteen. Let them tell of letters they have received from soldiers in camp or at the front. Ask children if they have ever been away from home. How did you feel? Don't you suppose the soldiers like to have a homey place to go to write their letters? Tell children that stationery is furnished free. Picture the huts as a pleasant place to go when the day's drill or work is done.

Tell about great fund that must be raised to provide these recreation centers. Enlist their help. Encourage them to give.

Morning Talks on the Campaign

During the week of the drive make the various phases of the work the subject of morning talks.

Soldiers at play. Material — baseball, bat, football, boxing gloves, any playground material available. Talk about games. Why do you play? To have fun. To keep well. Talk about the cost of equipment. Show that soldiers are just big boys. They like to play. They must play to keep well. Don't you want to help buy bats, baseballs, footballs, and tennis racquets for them?

Camp mothers. What does mother do for you? Cooks and sews. Soldiers have camp mothers who cook for them and mend their clothes. They are brave women who work in the huts or in the canteens. They cook goodies that soldiers like, such as cake, pie, sandwiches, and hot chocolate. Tell the children how some of them have been under fire working night and day to keep the soldiers well fed during a battle. It costs money to furnish the flour, sugar, and chocolate for the canteens. Every little child can help by giving.

Soldiers' libraries. What do you like to do on a rainy afternoon or sometimes when you are tired of moving about and want to sit quiet for a while? Look at pictures. Read books. So do soldier boys. Our money helps to provide them with libraries. Some of these libraries travel from one warship to another or from a camp in France to one in Italy. Some even reach our American boys who are prisoners in Germany.

"I Am Helping Club"

Form an "I am Helping Club" of children in your school for the United War Service Campaign. Don't let this opportunity slip for teaching children the joy of real self sacrifice. A bit of colored paper with "I Am Helping" printed on it could be given to every child giving even so little as a penny saved by his own self denial.

SOLDIERS OF PEACE

The war has reminded us that we cannot begin too soon to teach the child his duties as a citizen. Concrete lessons in citizenship should begin in the first year of school. We need to be on the alert if the child comes from a foreign environment where the emphasis is all on the *rights* he has here. Equal emphasis should be laid on his *obligations* to the land which welcomes him to every opportunity.

Citizenship in the First Grade

Dramatize the policeman. If possible, let the child dress to represent the uniform of a policeman. Show his badge of author-

ity. Let him find a lost child, help a woman across the street, direct a stranger. Let him perform an heroic act: stop a runaway horse, keep the crowd back at a fire. Draw the window shades. Let the children play they are asleep. Have the policeman patrol the streets at night. Have him stop an automobile by just raising his hand. Show that his uniform and badge are his authority.

In these war time days every city is short of policemen. Ask children what they can do to help. Suggest: Obedience to traffic and safety first rules, care in crossing streets and tracks, and warn children of dangers of playing in the street, roller skating, coasting, snow balling, stone throwing.

THE HOME GUARD

"Breakfast's ready!" said Aunt Ruth to her little niece, Mary, who was paying her a visit.

Mary drew her chair up to the table just as her aunt put a plate of delicious golden corn muffins before her.

'Oh dear," said Mary with a sigh. "I wish we might have biscuit, really, truly biscuit, the kind you used to make, Aunt Ruth."

"Why, Mary," said her aunt as she looked at the pouting face of her little niece, "I thought you were one of Uncle Sam's little girls and wanted to help him win the war.

"So I am," said Mary with a surprised look at her aunt. "But I don't see how eating corn bread helps Uncle Sam."

"Mary," said Aunt Ruth, "why did both of your brothers go to France? Wasn't one brother enough?"

"Why, of course not," replied the little girl. "It takes lots of soldiers to beat the Germans."

"Then why didn't your Cousin Tom go?" asked Aunt Ruth.

"Cousin Tom couldn't go," explained Mary. "Some men have to stay here. Cousin Tom makes gas masks for the soldiers. And besides he is in the Home Guard, and wears a uniform, and drills, and——"

Her voice stopped a moment as she tried to think of all the things her cousin did to help in the war.

Aunt Ruth smiled and asked, "When you write to those big brothers of yours what do you put on the envelope?"

"American Expeditionary Force in France," came the prompt reply. Little Mary was very proud of knowing how to say the big words.

"Yes," answered Aunt Ruth. "Your brothers have gone to France and are in the Expeditionary Force. Cousin Tom has to stay here and is in the Home Guard. Both are working for Uncle Sam."

"The Home Guard help the fighters, don't they, Aunt Ruth?" asked Mary.

"Certainly," declared Aunt Ruth, "Now you have it. Here is your home guard, Mary," and she passed her the plate of corn muffins. "Wheat is the expeditionary force we send to France. Corn stays here and works for Uncle Sam."

A smile chased the clouds from Mary's face as she lifted her hand, saluted the muffins, and cried, "Three cheers for the Home Guard!"

LITTLE SCHOOL PATRIOTS

Soldier boy, soldier boy,
Where are you going
Bearing so proudly
The Red, White, and Blue?
I go where my country,
My duty is calling;
If you'll be a soldier boy
You may go too.

Thus sings the five-year-old in the kindergarten. He knows the first verse of the "Star Spangled Banner" and stands at attention as the flag is run up on a pole fastened to the floor in the center of the circle. And that is not all. He can sing all four verses of "America" and cheer lustily when he finishes the refrain, "The Army and Navy forever, Three cheers for the Red, White, and Blue!"

What can the kindergarten teacher do to kindle a deeper love for "sweet land of Liberty" and to see that this love goes out in some form of service? The following suggestions may prove helpful:

Thrift Stamp Sales

The accompanying picture tells its own story. The sale of stamps is evidently timed with the postman's visit. He has brought the stamps order for the previous day. He will take away the order for the next day. Before the children go back to the circle they will paste the stamps in the folders. The expression on their faces leaves no doubt about their interest in the whole proceeding.

Red Cross Juniors

All children should be members of the Junior Red Cross. In localities where they cannot afford to bring the necessary twenty-five cents, an entertainment of songs, rhymes, and games with five cents admission will probably net enough money to provide the membership fee for all.

These smallest juniors can snip fillings for comfort pillows and cut out paper dolls for the pockets of dresses which upper grade children make for French and Belgian refugees. Some can even knit squares for afghans. They can cut out pictures, stories, and jokes for soldiers' scrap books or mount large pictures on cardboard for picture puzzles for soldiers in the hospitals.

Intermediate Grades

THE UNITED WAR WORK CAMPAIGN

In this war the home follows the flag clear up to the front line trenches. Wherever you find a soldier or sailor, you find also the evidence of the loving care of the folks back home. The seven United War Work activities carry the home care to French villages and Flanders fields.

Help the children to get the meaning and worth of this, as the first step in initiating the week's drive. Make it the subject of a morning talk with the whole school. Get the children to talk freely.

What are the things you enjoy most, the things you like best to do? Playing games, reading, looking at pictures, sitting around the fire telling stories, eating good things, going to the movies.

What about big brother or Cousin John or the neighbor's boy in France? Do they like the same things? What were some of the pleasures they had when they were at home with us?

Turn the talk to conditions in France, the front line trenches, where the boys stand through the long, cold night, feet wet, body chilled to the bone; the little villages, where in tiny crowded houses, without fuel, in barns, even in chicken coops, the boys are billeted; the loneliness, three thousand miles away from home; letters slow to come through; devastation and death and suffering all about.

What wouldn't we give to include them in some of our pleasures? Talk about the ones they would particularly enjoy. Wouldn't it be well if we could share our goodies with them, or let them go to the movies in our place, or send them that book we liked to read, or make a place for them by our big fireplace where the corn is popping and the apples roasting?

Listen! We cannot have them here, not till their work is done. They wouldn't come. But send them a share of good times, make them happy, help them to get dry and warm, give them something to take their minds off the horrors of the day that is past. Would you like to know how? Tell of the United War Work drive of November 11-18, and explain the Victory Boys' and Victory Girls' part.

FIGHTING AN UNSEEN FOE

Come, boys and girls, we must help fight a great fight. It is with an enemy we cannot see, a germ we do not know, Spanish influenza. It has killed almost as many soldiers as the German guns. How can we defeat this foe? Not the way we fight

smallpox, by vaccination. Not yet. We hope some day to find a sure way to prevent the disease. Meanwhile, we must fight the best we can. Here are the rules of battle: (1) Hit the enemy by having plenty of fresh air in your lungs. Fresh air is a good fighter. Let him into your room at night. Salute him! (2) Dodge the enemy by getting out of the way of sneezes, coughs, and a breath with a cold. (3) Defend yourself by wearing a mask when near someone who has the disease. (4) Above all roll up your sleeves and wash well before eating.

POSTING THE NEWS

A piece of brown or green burlap covering a blackboard in some out of the way part of the room makes a good bill board. Current news, clipped from newspapers or magazines, and pictures from the same sources may be pinned up by the boys and girls and changed often enough to keep up interest. They may be arranged under separate headings such as local news, relief work, health news, and interesting men and women.

YOUR FOOD AND MY FOOD

It's your food and my food
And food for all the world;
And all the starving millions
Where our flag has been unfurled.

It's your food and my food
And food for all the world;
For all the allied armies
Where our flag has been unfurled.

But if your food and my food
Is not properly conserved,
The armies all will suffer
Where our flag has been unfurled.

So it's your pledge and my pledge
That our food may be conserved
That will feed the allied armies
And help to save the world.

It's your food and my food
But it's food for all the world;
For every one who needs it
Where our flag has been unfurled.

—*Emma J. Morell.*

THE FIRST TO BE LOYAL

"I don't see why I should save food. Jane Jones doesn't." This is the way some people think and this is the way some people act. Of course they mean that they will wait until every one is a good patriot before they begin to be patriotic.

A good soldier doesn't wait to see how others obey orders. He does instantly the thing he is asked to do. That is the soldier's business and it is his way of doing things. Here is a good motto for the man, woman, or child who waits for his neighbor to be good before he begins: "If only a hundred were faithful, I would belong to the hundred. If only ten were faithful, I would belong to the ten, and if only one were faithful, I would be that one."

THE FRIENDS OF CAPTAIN SUGAR

A Magic Tale of How the Sweets Business Prospered with Captain Sugar Overseas

Captain Sugar of the American Food Army was suddenly called to service overseas. Most of his family were prisoners of the enemy in Germany and Austria and couldn't get out to help in the world war, and he was more than eager to go for he knew how badly he was needed abroad by the Allies and the people in the war countries.

But all the same he did worry a bit about the way things would go in America in his absence. You see, in civil life before the war, he'd been in the "Sweets" business. His chief line was candy, with cake and pudding branches.

"Whatever will the folks do without me?" he asked his commanding officer. "They depend on me so. I'm a family pet."

"You are," was the reply, "but your duty is plain. You must go to the aid of the Allies. Meanwhile we must try to find substitutes to carry on your business. We'll look out for such as aren't so well fitted for overseas service and they can do their bit at home. So, Captain Sugar, you're not to worry."

"I shan't worry," said Captain Sugar, "but I have a personal business, and I fear folks won't want to give their confidence to strangers."

"Leave it to me," replied his chief, reassuringly.

"Well, since you're so sure, just as a favor, save a little corner for me when I come home again," joked Captain Sugar.

So he sailed across the sea and his commanding officer, who had had his wits working busily, set about rounding up helpers to carry on Captain Sugar's business.

One of the first chaps he thought of for the job was Mr. Corn.

"Seems as if the ones that are doing the most already are always the first ones asked to do something extra," said Mr. Corn with a cheerful grin reaching from ear to ear. "I've been doing a lot of Colonel Wheat's work since he's been in the service. However, you may count on me. Certainly it's up to me to be patriotic, for I'm an American to my very roots."

"Now what's the special thing I'm to do?"

"Your job," said his chief, "will be to form the Corn Sirup Association and take charge of a portion of the Cake Frosting business, with the Pudding Sweetening branch."

"Good," said Mr. Corn, "I'll enjoy that. Maybe I can even put one over on Captain Sugar," and he winked knowingly.

"There's a firm up in Vermont that ought to help me out right now," said the General to himself as he finished his successful interview with Mr. Corn. I'll just wire the Maple Brothers. Wouldn't wonder if they knew enough about the sweetening business already to be valuable."

"To Maple Brothers,

"Sugar Hill, Vermont.

"Can you lend your services in the 'Sweets' business for duration of war?

"General Food Resources,"

he telegraphed.

The answer came back at once:

"To General Food Resources,

"Washington, D.C.

"Will be glad to help out in 'Sweets' business. Entire resources of Maple Sirup and Sugar Association at your command.

"Maple Bros."

It seemed a good idea to let the Maple Brothers and Mr. Corn join forces to a certain extent in the Cake Frosting and Pudding Sweetening branches, as they had already been acquaintances in the Pancake Club and knew something about the same line of work.

With Mr. Corn and the Maple Brothers enlisted in war work the General felt that a good beginning had been made, but he knew that he must widen his corps of workers, so by postplane he communicated with the Busy Bee Company. They enthusiastically agreed to give the services of Miss Honey, their most efficient employee.

"You'll find Miss Honey a great help in the 'Sweets' business," they wrote from Cloverfield, Ohio. "She's an expert."

The General immediately planned to make her an assistant in the Dessert Department.

"I need a good head for that department. I believe I can get Miss Molasses to fill the place; as she's a relative of Captain Sugar, she ought to be interested."

Sure enough, she was proud to come up from the south and take the job. She was full of splendid ideas about Gingerbread and Indian pudding and Brown Betty and made some good suggestions which were used in the Candy Department. Miss Molasses's Scotch kisses were divine, so everybody said, and she and Peter Popcorn came to an understanding which was looked on kindly by the General and which was immensely enjoyed by the children.

Of course everybody coöperated in the Candy Department, Mr. Corn through his Sirup Association, the Maple Brothers through their Sirup and Sugar Association, and Miss Honey in countless ingenious ways of her own.

But still more aid was needed, so the General called for volunteers. Then came forward Mr. Prune, Mr. Date, Mr. Fig, Mr. Nut, and all his family, the pretty Fruit girls, and even old lady Ginger, Grandmother Ginger, the rest called her. Madame Chocolate was director, and Mr. Nut made himself useful everywhere. He and Mr. Prune, Mr. Date, and Mr. Fig often got together for the benefit of the business.

So well did these candy volunteers succeed that the keepers of all the candy shops begged them to take front seats in show windows, and little girls and boys going by would pull at their mothers' sleeves and say, "Please buy us some stuffed dates or peanut balls." And every young lady shopper with a sweet tooth would run into the candy shop and buy nut and fig caramels, stuffed prunes, or chocolate almonds.

"Getting along without you finely," cabled General Food Resources to Captain Sugar, "so stick on over there till the last gun is fired."

And that's what Captain Sugar is doing!

—*Emily Rose Burt.*

Read the story to the class, bringing out the anxiety of Captain Sugar, the reassurance of the chief, and the willingness of the various substitutes of sugar.

Suggestive questions: Who are the chief characters in the story? As you give them to me I shall write them on the board. Now, let us see what each one did to help Captain Sugar.

Dramatization: Perhaps this story would make a good play. Decide upon the place, the time, the characters, what each one does to help, what you want each one to say, and write a play for us to use here at school about the "Friends of Captain Sugar."

KNIGHTS OF COLUMBUS

They do not ask the faith or creed
Of him that comes into their hut;
True knighthood's door is never shut
Against a pilgrim warrior's need.
They question only: "Would you rest
And are you weary and oppressed?
Then, brother, lay aside your care,
And come, this sheltering roof to share."
—*Edgar Guest.*

WAR POSTERS

Why not have the school make war posters and later give a real exhibition? First, arouse enthusiasm for the project by telling of the French children's poster interpretation of the war (*Literary Digest*, August 17, 1918), and by discussing the merits of a collection of posters brought by pupils and teacher into the schoolroom. When the children have seen what others can do, and desire to do something similar themselves, it is time for the lesson.

1. Get an idea with a short, snappy slogan.

For War Saving stamps. A long range gun throwing bombs of thrift stamps across the sea. Slogan: Stamp, Stamp, Stamp. Two excellent illustrations of posters for this purpose are shown in the October 15 number of NATIONAL SCHOOL SERVICE.

For material for gas masks: Child gathering nuts under a tree. Slogan: More Shells for the Allies. A squirrel eating a nut. Slogan: Give It To The Soldiers, Mr. Squirrel.

Saving old kid gloves for jacket linings. Comical child holding up hands on which are a pair of gloves much too large. Slogan: Kids Are Useful.

Saving coal. A very fat King Coal with a boat in each hand. Slogan: Keep King Coal In Khaki.

2. Work out the idea roughly in miniature for shape, proportion, placing letters, and black and white masses, or color.

3. Work out the idea enlarged by making the drawing more carefully on a larger scale. Render in black and white or in color.

After the posters are finished the day for judging comes. The judges may be older students who have studied poster making. Stars may be placed on the posters which they have voted on for first, second, third, and fourth places. After that a few may be marked for honorable mention.

With the posters starred and labeled and the schoolroom decorated with flags, the day of the exhibition arrives. Student guides may conduct little groups of smaller children, pointing out the force and art in each poster, and explaining why the prize posters were chosen by the judges.

Upper Grades and High School

HISTORY, GOVERNMENT, AND AIMS OF GERMANY

This outline of the history and government of Germany has been prepared for use in teaching high school students.

1. What Napoleon did for Germany.

A. Consolidated left bank of the Rhine. *B.* Prussia changed. *a.* Received most of left bank of Rhine. *b.* Received half of Saxony. *c.* Serfs liberated. *C.* National spirit aroused. *a.* Fichte's address to the German people after the defeat at Jena.

2. The Congress of Vienna in 1815.

A. Union like the United States proposed but rejected. *B.* Union of princes approved; not a union of people, but a union of sovereigns.

3. The Carlsbad resolutions of 1819.

A. Abolished freedom of teaching. *B.* Abolished freedom of the press.

4. Revolution of 1848.

A. National assembly at Frankfort tried to make a real German union. Offered emperorship to Frederick William IV. of Prussia, but the plan failed. *B.* Prussian constitution of 1850 a disappointment to liberal democracy.

5. Formation of a customs union or *Zollverein* under Prussian leadership, 1834.

6. Austria expelled from the German Confederation by Prussia.

7. Seizure of Schleswig-Holstein, 1864.

8. Prussia's War of 1866 with Austria, due to a quarrel over the territory seized from Denmark. *A.* Austria defeated in three weeks. *B.* Prussia dictates to rest of Germany. *C.* The North German Confederation formed (North of River Main). *D.* Prussia annexed most of the North German states that had opposed her in the war.

9. Franco-Prussian War.

A. Three candidates for Spanish throne. Leopold, a Hohenzollern; Amadeus, of Italy; Alfonzo, son of Isabella.

10. France and Prussia quarrel over candidates. *A.* The Ems dispatch and its result. *B.* France quickly defeated. *C.* The huge indemnity. Alsace-Lorraine.

11. Government of Prussia.

Landtag composed of House of Lords and House of Representatives, the latter elected by males over 25. Some districts have only one-thirtieth as many voters as others. Berlin averages 125,000 people to a district. East Prussia, Junkerdom, 24,000 to a district. Cologne: First class, 370 votes; second class, 2584 votes; third class, 22,324 votes. About one-eighth of the voters can choose two-thirds of the representatives of the district. In Saarbrucken, Baron Von Stamm is the only voter in the first class. He chooses one-third of the representatives from his district. In a Berlin district, Herr Hefte, a wealthy sausage manufacturer, was the only voter in the first class.

A. In 1842, Germany had no working class. In 1848, Karl Marx preached Socialism. *B.* Growth of Socialism in Germany. Socialist party formed in 1869. Recent growth due to increase of industrialism.

12. Government of the German Empire outlined.

A. Bundesrat, or upper house. Prussia, 17 votes. Alsace-Lorraine, 3 votes. All others, 41 votes. Total, 61. The Bundesrat represents the states composing the Empire. Each delegation must vote as a unit, but totals are counted. Prussia instructs the Alsace-Lorraine members and they must vote as she wishes. No amendment can be made if 14 votes oppose. There can be no change without the consent of Prussia even if all the other states desired it. *B.* Reichstag or lower house. Prussia, 236 members. All other states, 161 members. Total, 397 members.

The Reichstag is intended to represent the people of the Empire. Most legislation has to be proposed in the Bundesrat. Secret sessions are held. The Bundesrat can dissolve the Reichstag when it wants to. Members of the Reichstag are chosen by electors who in turn are chosen by a method of class elections based on the amount of tax paid by the voters. The Reichstag apportionment has not been changed since 1871. The Emperor may declare a defensive war, but cannot declare an offensive war without the consent of the Bundesrat. The Chancellor is a personal appointee of the Emperor and is theoretically the chairman of the Prussian delegation in the Bundesrat. He is responsible only to the Emperor and can be dismissed or appointed without consulting either the Bundesrat or the Reichstag. Directly or indirectly, he appoints all officials in the Empire, besides having great power in other respects.

13. The mission of Germany.

A. What is "Kultur?" *B.* "World Power or downfall"—German Militarism. War is a good business venture, an evolutionary necessity. *C.* "A place in the sun," quarrels over. *a.* Colonies: with England, France, the United States. *b.* Outlets: Belgium, Holland, Denmark. *D.* Germany wanted England's colonies and trade and the coal and iron of France. *E.* Pan-Germanism. The Berlin-Bagdad Railway and its significance. Pan-Germanism in America. Germany's attitude toward the Monroe Doctrine.

14. Preparation for War.

A. Naval expansion. Germany rejects "Naval Holiday" plan proposed by England. *B.* Kiel Canal enlarged for largest warships. *C.* Special war tax imposed. *D.* German military law of 1913, increasing the army by twenty per cent. *E.* The Kaiser won for the military party by a succession of clever diplomatic defeats (Algeciras, Agadir affair, the Balkan Wars of 1912, 1913).

THE TEACHERS' MANUAL OF THE JUNIOR RED CROSS

A 416-page Teachers' Manual of Junior Red Cross activities has just been issued by the Junior Red Cross to the teachers at work in school auxiliaries of the Red Cross.

The book is divided into two sections; the first dealing with the organization of the Junior Red Cross, and the second with the educational activities and program of service which the Junior Red Cross offers. The place of the school auxiliary in the national organization is clearly outlined, with accompanying suggestions on coöperation with the local chapter. Definite rulings are given in Part I regarding all details of funds, regulation of production, apportionment of work, membership records and reports, and handling of supplies. Part II contains a discussion of the provision of time in the school program for war work, methods of motivating school activities, and the utilization of school studies in the development of ideals and habits of service.

Patriotic plays, games, songs, arithmetic problems, Red Cross graphs, and a section on how to make toys, give practical hints on the carrying out of these principles. Education in health, home and community service, and thrift are here shown in their new war setting, while the program for education through productive work is given an elaborate and detailed treatment.

Supplements to the Manual will be issued from time to time, making modifications necessitated by changing conditions or suggesting new activities. Supplement No. 1 on Manual Training (84 pp.) and Supplement No. II on Our Red Cross (32 pp.), a syllabus for the use of teachers in elementary and high schools in directing an intensive study of the Red Cross during the month of November, are now in print.

WHAT IS MORALE?

It means that the soldier is sure he's right.

It means he's satisfied.

It means he's happy.

It means he's physically fit and morally clean.

It means he's very much in earnest.

And it means he's ready to make any sacrifice to perpetuate his ideals.

Nine men who are kept happy and contented can outfight ten men who are lonesome and homesick. If it is worth $24,000,000,000 to America to keep its men under arms next year, surely it is worth $170,500,000 to make them fight 10 per cent more efficiently—to contribute that factor which, as Napoleon said is "to other factors in war as three to one"—that indefinable, indispensable factor, *Morale*.

STUDYING THE PEACE NOTES

The suggested study on the Government of Germany which appears in this issue can be made of especial value if given in connection with the recent interchange of notes between President Wilson and the German Government, and in view of the reported decrees of the Kaiser, subjecting the military to the civil authority, giving the Reichstag power over the making of war and peace. How do these changes affect the relation of the Chancellor to the people? What will be the probable effect on the military class if the decree as published is carried into effect? How can the German government *legally* be changed? When the President says, "The German people have it in their power to change it," what does he imply as to how the change might be brought about? How might the reply that "the Chancellor spoke for the German government and the German people" be interpreted? What might be the form of the satisfactory safeguards and guarantees of the American and Allied armies that the President asked for in his note of October 14?

O Beautiful! My Country!
What were our lives without thee?
What all our lives to save thee?
We reck not what we gave thee;
We will not dare to doubt thee,
But ask whatever else, and we will dare!
—*Lowell.*

SCIENCE TEACHERS HELP PREPARE NURSES' AIDS

The Surgeon General of the Army has recently asked the Red Cross to secure 15,000 nurses' aids for immediate service in France. It is probable that a similar number of aids will be used later in the hospitals of this country.

The preparation of women for this service consists of the course in home hygiene and care of the sick given under the auspices of the American Red Cross, with one month's practical experience of eight hours daily in approved hospitals.

In view of the large number of nurses being withdrawn from the country for military service and in order to meet the present emergency, it will be impossible to rely upon the graduate nurses to give all of the theoretical instruction. Physicians, high school teachers of natural sciences, and teachers of domestic science will be asked by the Red Cross to give parts of the instruction in subjects other than practical nursing. The nurses available will be used for practical demonstrations.

VICTORY BOYS AND VICTORY GIRLS

President Wilson's request that the seven officially recognized agencies engaged in welfare work among our land and naval forces join in a single fund raising campaign, was acquiesced in immediately by those organizations which at once agreed upon plans for a combined drive November 11-18, under the name of the United War Work Campaign, for a fund of $170,500,000.

Representatives of the seven agencies decided unanimously so to extend the scope of the drive as to afford to the boys and girls of America opportunity to do their share in this great work.

In accordance with that decision a Boys' "Earn and Give" Division, and also a Girls' "Earn and Give" Division, have been authorized, each as an integral part of the whole campaign; and the details of their organization have been worked out.

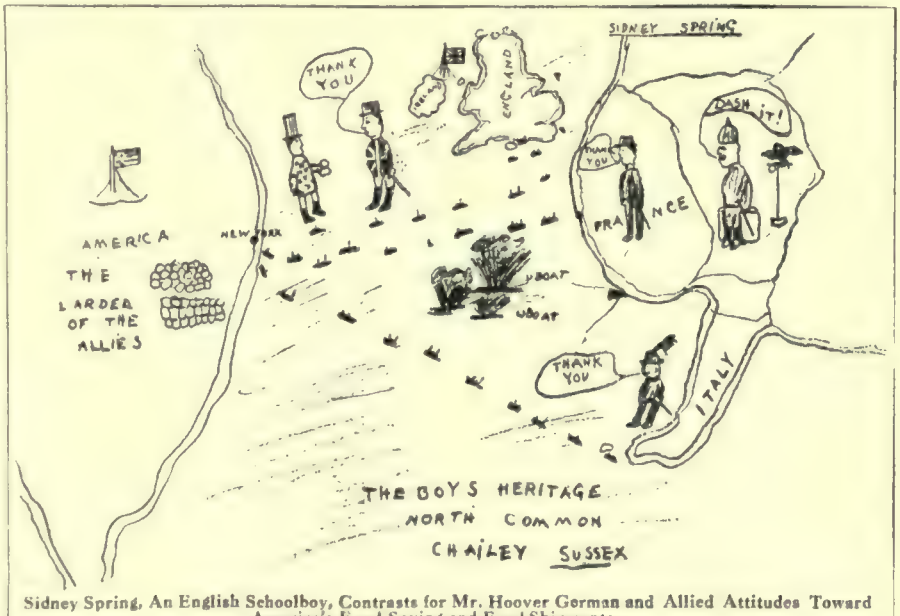
"Victory Boys" is the name of the Boys' "Earn and Give" Division. "A million boys behind a million fighters" is its slogan. "Victory Girls" is the name of the girls' division. Its slogan is "Every girl pulling for Victory."

It is very essential that there be a clear understanding by all workers in the campaign with regard to the relation between the "Victory Boys" and "Victory Girls." The following statement will help to make this relationship clear and bring largest coöperation and effective coördination.

Supervision and Organization

The general campaign director for each state or military department will appoint and hold responsible to him (1) a man to organize and promote the "Victory Boys" within that state or military department and (2) a woman to organize and promote the "Victory Girls" within that state or department.

The "Victory Boys" and "Victory Girls" are both under the department of campaign divisions in the national headquarters organization, with addresses at 347 Madison Avenue, New York City.



Sidney Spring, An English Schoolboy, Contrasts for Mr. Hoover German and Allied Attitudes Toward America's Food Saving and Food Shipments

IN THE MIDST OF THEM

The Americans were greatly surprised to see a number of children kneel in the street as the flag was carried by.—Cablegram from Paris, on the arrival of the American troops.

(Why so patient, standing there,
Edouard, and small Pierre,
Georges, Yvette, and Marie-Claire?)
"When the troops come marching by,"
(Quoth the small Pierre.)
"Mother, wilt thou lift me high,
That we see them, thou and I?"

"Mother, are they fair to see?"
(A busy tongue—Pierre!)
"Have they little boys like me
Left at home across the sea?"
(Alas! Alas! Pierre.)

"Mother, we have waited long;"
(Long, indeed, Pierre!)
"The sun has grown so hot and strong—
Surely none has done them wrong?"
(God forbid, Pierre!)

"Mother, who did send them here?"
(The gift of God, Pierre.)
"But then there is no need of fear,
And on thy cheek I see a tear—"
(The tears of hope, Pierre.)

Down the boulevard a cry—
A bugle note is flung on high—
The Stars and Stripes are passing by!

"The Gift of God," quoth small Pierre;
His hat on breast, his curls all bare,
He knelt upon the pavement there.
(Five young children kneeling there—
Georges, Yvette, and Marie-Claire,
Edouard, and small Pierre.)

Fairest flag of Liberty—
Carrying hope across the sea—
A little child has hallowed thee,
And made of thee a prayer!
—*Margaret Bell Merrill.*

FOOD SAVING IN ENGLAND

There seems to be a quite general satisfaction with the food situation under existing conditions in England, according to a recent number of the *Monthly Labor Review*, published by the U. S. Department of Labor. Under the regulations people are rationed as regards meat, bread, sugar, tea, butter, and jam. The meat situation has improved recently, so that sausages are not rationed, and bacon restrictions have been much lessened. Each person is allowed four coupons for meat each week, which entitle him to about a pound. Certain orders, such as bacon, require one fourth of a coupon only; others, such as ordinary chop or steak, or a large order of chicken, take a whole coupon. As fish and eggs are to be had everywhere, and of the first quality, the average person finds he gets practically all the protein that he requires. Vegetables are abundant and not unreasonable in price.

According to the regulations, each person is entitled to two ounces of tea, five ounces of butter or margarine, and six ounces of sugar per week. The army is making large demands for jam, and to meet these it will be necessary to make over nearly all of the available fruit crop to the jam manufacturers; in addition, the whole of the 1917 bitter-orange crop of Spain and Sicily has been secured for the marmalade manufacturers. Vegetable marrow, a variety of squash, is to be used in large quantities as a "body" for the jam.

If a person lives in a hotel he is given four ounces of sugar a week which he carries to his meals as he may desire; the remaining two ounces the hotel retains for use in cooking. Meat coupons are given up according to one's order. Bread and tea and jam are so served as to comply with the ration order, but no coupons are issued. Butter coupons are issued, but are not always asked for, in which case butter in small quantities is served at breakfast and with tea.

LIBRARY WAR SERVICE

The war work of the American Library War Service to date may be summarized as follows:

41 war library buildings in operation.
43 large camp libraries established.
143 hospitals and Red Cross houses supplied.
243 libraries maintained in the service.
315 small military camps and posts equipped with books.
350 points overseas supplied with books.
406 naval and marine stations supplied with libraries.
1547 branches and stations located in recreation huts, barracks, and mess halls.
600,000 books purchased, largely technical.
1,030,458 books shipped overseas.
3,011,510 gift books placed in service.
5,000,000 gift magazines distributed.

YOUR SHARE

Our Country has assumed the responsibility of shipping to Europe during the coming year four times as much meat and fat as we used to average before the war, three times as much breadstuff, and three times as much sugar.

You are one of one hundred and five million Americans who make Our Country. What is your share of this responsibility?

THE AMERICAN'S CREED FREE

An artistic color print of the American's Creed by William Tyler Page, with explanations as to the origin of the creed will be furnished free to teachers applying through their principals or superintendents to Mathew Page Andrews, Chairman of the Publicity Committee of the Executive Council of the American Creed, 849 Park Ave., Baltimore, Maryland. The creed with an explanation was published in NATIONAL SCHOOL SERVICE, September 1.

CHRISTMAS PLANS FOR THE JUNIOR RED CROSS

Making Christmas presents is much more exciting than just making "things" in manual training, sewing or art classes. Nails are pounded harder, stitches are set straighter, and brushes are plied more enthusiastically when the work on hand is bound for some one's Christmas stocking. That is why the Junior Red Cross made December the "bazaar month" on its monthly schedule.

Made for the Bazaar

Here is a list of contributions to a bazaar in which all the schools of Los Angeles took part:

Art.—Art works of all sorts, pottery, hand-tooled leather, hammered brass and copper designs, jewelry.

Domestic Art.—Rag rugs of gingham and calico, portiers, silk rugs, crocheted and woven articles, children's and infants' clothes, layettes, ready to wear wash garments for women, woven baskets, knitting and shopping bags.

Domestic Science.—Jams, jellies, canned fruits, pickled fruits, cakes, candies, candied fruit, plum pudding, Christmas cakes.

Manual Training.—Furniture, wicker and wood, packing cases, bread boards, wooden articles, toys of every description.

Miscellaneous.—Hand woven laces, runners, coverlets.

The Kind of Bazaar

The type of bazaar held depends, of course, on the size and needs of the community, the number of schools taking part, and their equipment. Single school sales are comparatively simple to handle. When all the schools of a city join in such a venture they are confronted by real problems of business management. Central management was found very successful in running one such large bazaar. The Superintendent of Schools was the head of the whole enterprise. The management of various activities was entrusted to committees of teachers with student assistants. Principals were chosen to be chairmen of these committees since they could leave their buildings during school hours. The following committees were appointed: publicity, reception of goods, salesmanship, equipment, pricing of goods, floor management, decorations, care of stock, finances.

A SCRAP OF PAPER

The Kaiser has no respect for a scrap of paper. Uncle Sam has. He knows that saving scraps of paper means saving for the war.

Have the children estimate the amount of paper required for each piece of work during the day, and at the end of certain exercises compare to see how many have saved paper by efficient arrangement of work.

Put these directions on the blackboard. Use:

1. Both sides of paper.
2. Thought in arrangement.
3. Little pieces when possible.
4. Your paper bag or sheet of brown paper more than once.

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HELPING THE DISABLED TO HELP THEMSELVES

What Uncle Sam Is Doing for the Men Injured in Line of Duty—The Reëducational Program in Our Hospitals

In the old days after war, cripples were numerous wherever one turned. Few people thought anything of it if these cripples were, or soon became, dependent on odd jobs for their living or perhaps, indeed, outright beggars. Today no such condition will result, for the War Department has definitely planned to prevent it.

It will be possible, of course, to refit many of the sick and wounded for further active service or for the immediate resumption of their regular occupations. Besides these, however, there will be many who will have met with more serious disability and will, therefore, be obliged to recuperate in hospitals before they can reënter civilian life.

Cured to Usefulness

In earlier days, "cured" meant simply physically well—sickness over, an amputated stump of an arm or leg healed, a wound closed, a run-down system built up. Much more than this is meant today. A man "cured" means cured to the point where he is able to be useful again. The Surgeon General has stated it as a settled policy that "No member of the military service disabled in line of duty, even though not expected to return to duty, will be discharged from service until he shall have attained complete recovery or as complete recovery as may be expected when the nature of his disability is considered." Complete recovery includes both mental and physical health. Every method recognized by modern medical and surgical science is put to use. To the side of the physician are called reconstruction aides and teachers. Some of the aides will use various physical measures such as massage, electricity, baths, mechanical devices, and active exercises; other aides will endeavor to improve the patient's mental attitude through profitable occupations and thus prevent brooding and depression of spirit. At the bedside in the hospital wards, this work will begin. Later on, expert teachers will give the convalescent such studies as he may be fitted to take up and as may improve the future possibilities of his earning a living, while at the same time the main curative purpose is always kept in mind. When the soldier has been discharged from military life, he may avail himself of the opportunity provided by the Federal Board for Vocational Education and continue his education begun in the hospital under the Surgeon General. The Federal Board is a civilian body which has been charged not only with providing adequate training for men no longer in military service, but also, in coöperation with the Department of Labor, with responsibility for the placement of the men in suitable occupations.

Fitting the Cured to his Job

In each of the eighteen general military hospitals throughout the land, an educational branch, or service as it is called, has been established. Special school buildings and curative workshops have been erected or are in course of erection, gardens and greenhouses are provided or planned, and every care has been taken to make the work thorough and beneficial. One division of this service prevents the misfitting of the man and his future job. His needs are studied, his mental ability is determined, and the progress that he has made in his studies is noted. Another division affords instruction in elementary, high school, and professional subjects. A third teaches commercial, agricultural and other technical branches. A fourth supervises games and sports and provides physical training. All the educational work is done in coöperation with the hospital physicians and with the main idea foremost—to get the patient well. The teachers are, for the most part, limited service enlisted men serving under commissioned educational officers.

(Continued on page 2)

FEEDING FRENCH CHILDREN

Red Cross Worker Tells Younger Brothers of Aid Given School Children of Paris

Do you wish you had been born in France and that your names were Jean, and René, and Etienne instead of Bill and George Albert Drew, Jr., and Ben Drew? And do you wish you wore black sateen aprons instead of woolly blue sweaters?

The reason I began to write you this letter is that yesterday afternoon I put on my hat and coat when I ought to have been working, and went to visit some French schools. I went with twenty nice people who all wore Red Cross uniforms.

Thin, Hungry Children

The reason I went is pretty interesting. For three years, while all the men and the big boys in France have been fighting, their mothers and sisters and all the children whom they had to leave behind them have been getting poorer and thinner and hungrier. You see since the men have gone to war there haven't been enough of them left to grow the wheat and run the machinery which makes the bread. Well, as I said, the mothers and the little children got thinner and poorer and hungrier, but the last thing of all that they gave up was a luncheon they served in the afternoon in the schools to the smallest and poorest children. It was such a little luncheon that they called it "the taste," but finally they had to give up even that, and then when the time came to eat, the children who were just as brave as soldiers had to pretend they weren't hungry at all. They went without that luncheon for a number of months, and then an American doctor decided that the boys and girls in that part of Paris must have that luncheon again. So the doctor rented a bakeshop and he got a ton of nice white American flour, and hundreds and hundreds of cans of American condensed milk, and a very great deal of sugar and some other things.

Thank America for Food

I suppose you think that one bun and one piece of chocolate wasn't much—and we thought so too when we saw all those hungry little faces, and their little legs that looked quite hollow—but the children thought it was fine. They were so polite, boys! When

(Continued on page 3)

HELPING THE DISABLED TO HELP THEMSELVES

(Continued from page 1)

The individual man is given attention, and instruction equalling the best given anywhere is afforded. Self-confidence and the desire to make the most of one's opportunities are inspired. A man enters the hospital suffering from rheumatism contracted in the trenches. His fingers are stiff. Instead of being advised, as he would have been in the older days, to move his stiff limbs so many times a day, he is set to do or to learn some work, such as weaving, typewriting, setting type, or repairing an automobile, which is not only curative and helpful in getting him well. If possible the instruction is given in the occupation he has followed or expects to follow.

Curative Effect of Right Work

Again, we have a patient, who, because of some injury, is unable to stoop or bend his body. Such a man will find plenty to do in the hospital garden, picking beans perhaps, or hoeing, gradually regaining the use of the stiff or injured muscles. Still another case: A man has lost his third and fourth fingers. He has been a carpenter and wants to learn cabinet-making but believes that he can never again use his hand in running a plane. Furthermore, his muscles and remaining fingers are so stiff that he can use them only awkwardly. For this man a carpenter's plane is fitted with a leather strip arranged to enable him to use his two fingers and his thumb.

One more example: A man has lost his right arm in battle. Such a man is taught to write with his left hand. For him and for his comrade without a leg, a set of artificial appliances for a variety of uses is made and soon both will be doing much the same work as they did before their disability. Great skill has been shown in this matter of artificial helps. Not only are the "Sunday" or dress limbs provided, but also the more serviceable "utility hooks" to which various tools may be readily attached. The old-fashioned crutch has given away in large measure to the artificial leg. All amputation and other surgical operations are performed to the end that the remaining stump or other part shall be in such condition as to permit its future use. Modern surgery seeks not only to heal, but to restore to usefulness. A man's happiness and earning power are kept in mind as part of the program of restoring him to usefulness.

Work in Military Hospitals

Let us gain an idea of the size of the educational program as it appears in actual operation at one of the general military hospitals. In the wards we see bedside occupations in woodcarving, knitting, weaving, basketry, metal work, and modeling. The aim here is light, interesting work. School work is given in the curative workshop where training is offered in left-hand writing, English, spelling, and composition, and in advanced branches, such as arithmetic, Civil Service preparation, and practically any other school subject. In the school, too, we find commercial branches, such as typewriting, stenography, bookkeeping, accounting, business penmanship, commercial law, business English, and salesmanship. In the machine shop, men are busily engaged in learning electric wiring, typewriter and automobile repairing, woodworking, wire and wireless telegraphy. Men who have had experience pursue advanced work in mechanical, electrical, and steam engineering. In another place we are likely to see men occupied with designing and with mechanical, architectural, and free-hand drawing. Shoe-repairing, oriental rug weaving, printing, photography, jewelry making, the manufacture and fitting of artificial limbs and appliances are all in evidence. Outside on the hospital grounds other men are busy at drill, games, field sports, and general recreation and physical training. Light work on the farm in the open air and sunshine or, during the winter months, in the greenhouses, engages still another group of patients.

Left-handed Writing Practice, Walter Reed Hospital

Broad Program of Studies

It will be seen that a broad program of studies and opportunities has been provided to satisfy every need that may arise. Every effort has been put forth to make it curative first but helpful occupationally as well. There should be no work-slackers as a result of the war; none who have bravely fought will wish to be. Certainly, no one whose physical condition has not been entirely impaired in military service will have a good excuse for being physically or mentally unfit or for being out of a job because of his disability. Not only the individual and his community but the nation itself will receive the benefit.

Motor Mechanics Class Taught by Wounded Aviator who has Recovered

FEEDING FRENCH CHILDREN

(Continued from page 1)

we marched into their classrooms they all stood up and saluted us as if they had been soldiers. They showed us their copy books and told us what the lesson was. In one class the master himself was quite scared, because he wanted to speak English to make us feel at home. But he made us a fine speech saying how thankful they all were to their American friends for being so generous to them. And then he thanked us especially for thinking of the children and for trying to help them when their fathers were away fighting. Then, he asked the boys whose fathers or brothers were in the war to raise their hands, and do you know almost every boy could raise his hand. They were proud to do it too. Their hands went up quickly and some of them waved—as you do when you especially want the teacher to pay attention to you. Then the master asked the boys whose fathers would never come back to raise their hands, and there were so many of them that we could hardly bear to count them; and this time the hands went up very slowly and their faces were very, very sober.

Bun Baskets Decorated

In the first school we went to, the big hall was decorated with a long string of American flags, every one was drawn very carefully, and then colored, with crayons, by the littlest children. There were paper chains, too, made out of red, white, and blue paper, and finally when the buns came in, the baskets were all decorated with the American flag, because the American people had given the bread.

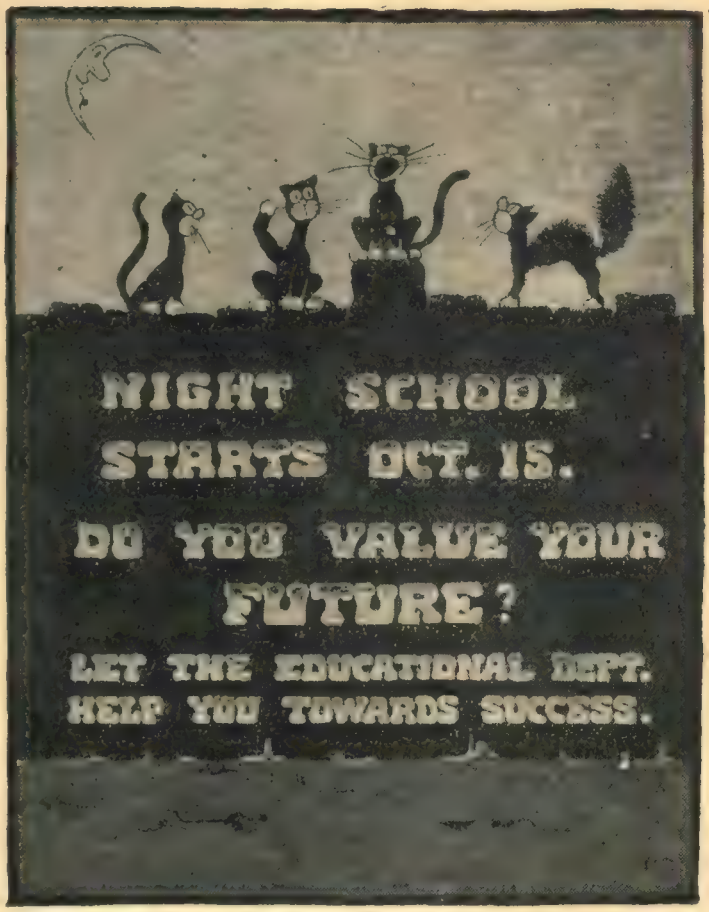
The boys all marched into the hall in a long, long line and, Bill and Junior and Ben, I was *so* afraid that there wouldn't be enough buns to go around! They marched up to the baskets, their little wooden shoes making a terrible clatter on the stone floor and every boy got a bun in one hand and a bar of chocolate in the other and every boy said "Thank you" in French, very politely. I don't think even the smallest forgot that, though some of them were so excited that they couldn't march straight and some of them couldn't talk at all plainly, even in French. There was one time when I got very much excited myself. That was when one little boy, in a blue soldier suit just like his father's, said "Thank you" in English. I nearly dropped all the buns I had in my two hands, I was so surprised.

Children Cheer America

The Mayor of the district, who probably seemed like the President of the United States to most of the children, made a speech and told them how sorry the Americans had been that they couldn't have their lunch in the afternoon, and how the Americans wanted them to be strong and well and happy, and had given them the buns and the chocolate to help, and he talked to them in such a pleasant voice and in such a loving sort of way, that when he said he wanted them to shout: "Vive l'Amerique" which means "Hurrah for the United States of America," they shouted, really and truly shouted, just as if they'd been little American boys.

Then in a great hurry, because we had to go to so many schools, we shook hands with everybody, and all the little boys wanted to shake hands with us all over again, and went to another school, not so far away.

We went to the building where the tiniest children of all learned their kindergarten games, and they marched for us, and sang a little song about the good "Saint Christopher" who was kind to little children, and a little boy who had lost his mother and father in the war and who was really too little to understand, said a very polite speech to us and promised us that he and his little friends would always remember how kind the Americans had been to them. He was so tiny that he hid his head in the teacher's apron when he had finished.



Poster Made by Convalescent Wounded Soldier in Hospital, Lakewood, New Jersey

Pale, Thin Schoolgirls

Finally we went to the biggest school of all, and there we found a great hall filled with classes of little girls, all dressed in black, all looking so pale and thin and sad that we were glad to think that perhaps the buns and chocolates we had brought would—in a month or two—bring some color into their poor little faces, and perhaps even put some fat on their wrists and hands that were so thin they seemed like birds' claws. One of the older girls had made a fine big panel picture here showing the children eating their buns and chocolates and capering up and down just as I've seen somebody caper a bit when he was going to have—was it ice cream for Sunday dinner?

America Repaying France

At the end, the nice old Mayor made another speech in which he told us a little bit of how brave the children had been when they were hungry and how glad he was that they were now going to have the American food, and then he thanked us all over again. So, then, one of the American doctors said that when we came over here to France with our men, our food, and our love we weren't making gifts, we were just trying to pay the debt that America had owed to France since Lafayette and his men came across the sea to *help us* in our war. Then the doctor told us how the Arabs believe that people who once eat even a tiny piece of bread together will always be friends, so the little children and their teachers, and the nice old Mayor, and all the Americans from the Red Cross ate some of the American buns and . . . that is the end of the story!

CHRISTMAS SEALS

Last year in all schools boys and girls sold Red Cross Christmas seals to help along the campaign against "the great white plague," tuberculosis. The fight against tuberculosis, important in peace time, is doubly necessary now. The health of the soldier, of his family, and of those who make his supplies must be protected against the disease.

The Red Cross has decided that this year the support of this great work must not depend on the sale of Christmas stamps. The National Tuberculosis Association must be able to count on a definite amount for its work.

For this reason the Red Cross has appropriated $2,500,000 for anti-tuberculosis work in 1919 and set aside for this year the *sale* of Red Cross Christmas seals.

The seals will be *given* as an award to members, ten seals to each member who answers the Red Cross Christmas Roll Call.

There are 8,000,000 members of the Junior Red Cross. If they took hold of hands and formed a line, that line would stretch from New York to San Francisco and back again.

If they marched at a little less than three miles an hour, to pass a given point would take a month and a half. Almost all of the members are school children.

CENTRAL POWERS SUE FOR ARMISTICE

Marshal Foch Delivers Rigorous Armistice Terms Which Are Accepted by German Military Commanders

Alleppo captured, the Turkish army in Mesopotamia throws down its arms, Turkey surrenders, Belgrade reoccupied, the Italians capture 300,000 Austrians across the Piave, Trent taken, Trieste occupied, Austria Hungary surrenders, the German armies thrust back in Belgium, Ghent captured, Sedan taken, the Allies' armistice terms signed by Germany—these are a few of the rapidly passing scenes in the moving picture of the downfall of militarism and autocracy in Europe. With this brilliant victory of the Allies, declares Herbert H. Asquith, former Premier of Great Britain, comes "the collapse, complete and irreversible, of autocracy." "We may say with confidence," he continues, "that the war has buried beyond hope of resurrection autocracy and its satellite—militarism."

Turkish Army Captured

The immediate events preceding Turkey's capitulation were the end of General Allenby's remarkable campaign by the capture on October 26, of Alleppo, 250 miles north of his original lines near Jerusalem. Two days before, the Mesopotamian army which had been comparatively quiet for many months began a forward movement which resulted, on October 30, in the capture of the entire force of Turkish troops on the Tigris River, estimated at 8000.

Terms of Turkish Armistice

Realizing that further resistance was useless, the Turkish government secretly opened negotiations with the Allies; and, on October 30, at Mudros, on the island of Lemnos, an armistice to begin on the following day was granted to the Turks. As in the case of Bulgaria, the armistice is equivalent to complete and unconditional surrender. Foremost among the conditions of the armistice is the opening of the Dardanelles and the Bosphorus to the warships of the Allies and the occupation of the forts guarding these straights. The other conditions include the freeing of all allied prisoners of war in Turkey; the immediate demobilization of the Turkish army; the surrender of all war vessels in Turkish harbors; the surrender of Turkish lines of communication; and the severance of all relations with the Central Powers.

As in the case of Bulgaria, the armistice is purely military. It leaves the Allies in a position to dictate the terms of peace at a later date.

Serbians Retake Belgrade

The downfall of Austria-Hungary is as complete as that of Turkey. The gallant Serbian army assisted by the French has continued to press the Austrians relentlessly northward occupying Kragujevatz and towns on the Danube River until it has crowned its successes with the capture of Belgrade. After sweeping the enemy from the gates of Monastir on the southern extremity of their country to the blue waters of the Danube on the north, the Serbians have almost completely recovered their homeland in a campaign begun less than seven weeks ago.

The Break-Up of Austria-Hungary

While making no pretension to minute accuracy as to political or ethnographical boundaries, and including other areas as well as Austria-Hungary, this map serves to show vividly the national aspirations and claims of the subject peoples of Austria-Hungary, especially the Slavs. Those parts of Germany which are indicated as Polish have a considerable German population, particularly in the north, but the Polish areas of Austria and of Russia are occupied almost entirely by Poles. Among the Czecho-Slovaks there are, in fact, islands of Germanism, and there are also German and Magyar communities in those parts of Hungary marked as Roumanian. The Jugoslav areas are practically free from other nationalities except in the region north of Belgrade. There are also Jugoslav elements intermixed with the Italians along the east coast of the Adriatic. The chief value of such a map as this is to indicate roughly the regions of the Austro-Hungarian monarchy in which separatist movements are well under way.

Italians Capture 300,000 Austrians

More dramatic even that the Serbian successes, and far more important, is the campaign begun by the Italians, October 24, which within ten days resulted in the capture of 300,000 prisoners and the complete elimination of Austria-Hungary from the war. What appeared to be a local offensive in the region of the Eastern Trentino suddenly shifted to the upper Piave where, in the face of strong resistance, the Italians assisted by the British and the French, crossed the river which since the Austrian offensive of a year ago has formed the boundary line between the Italian and the Austrian armies. Once the Italian army was across the river the lines of the enemy gave way completely, severing the Austro-Hungarian armies operating on the plains from those in the mountains. The retreat of the Austrian forces immediately became a rout. The Italian cavalry quickly made its way to the Tagliamento River. In the face of the panic which seized the entire Austro-Hungarian army and of open rebellion at home, the Austrian commander begged for a cessation of hostilities. General Diaz, commander of the Italian army, in conjunction with the supreme war council of the Allies sitting at Versailles, submitted the terms of an armistice to the Austrians which they agreed to on October 3.

Austria-Hungary's Complete Surrender

The conditions of the armistice require the total demobilization of the Austro-Hungarian army and the surrender to the Allies of one-half of its artillery and equipment; the evacuation of all territories invaded by Austria-Hungary since the beginning of the war; the evacuation of the southern watershed of the Tyrol, Trieste, Istria, northern Dalmatia, and the islands in the eastern Adriatic. The armistice also concedes to the allies the use of all roads, railroads, and waterways in Austria-Hungary; the occupation of such strategic points as are

deemed necessary to conduct military operations or to preserve order; the complete evacuation by German troops of Austro-Hungarian territory within fifteen days and the freeing without reciprocity of all allied prisoners of war and interned civilians held by the Austro-Hungarians. The naval conditions call for the surrender of fifteen submarines, three battleships, three light cruisers, nine destroyers, and twelve torpedo-boats. All other Austro-Hungarian war vessels, with all naval aircraft, are to be completely disarmed and the land and sea fortifications of the naval base at Pola surrendered to the Allies.

Pandemonium in Dual Monarchy

The result of these defeats has been pandemonium throughout the Austro-Hungarian dominions. The long expected breakup of the incongruous Dual Monarchy formed in 1867 has apparently been accomplished. Refusing the Emperor's offer for the formation of a number of federal states under the Hapsburg Crown, each portion of the Hapsburg dominions is now seizing the opportunity to declare its complete independence. In Prague the Czechs assumed control of affairs, on October 28, thus opening the way for the establishment of the Czecho-Slovak state, including Bohemia, Moravia, and Slavonia in northwestern Hungary. This new government has already been recognized by President Wilson and the Allies. In western Hungary the Jugoslavs comprising Croatians, Dalmatians, Slovenes, and Serbians have declared themselves free from Hungarian domination, and have established a government at Agram. They have also taken possession of the entire Austro-Hungarian fleet in the harbor of Fiume.

Hungary Proclaimed a Republic

In Hungary, a movement for independence is also on foot by means of which it is hoped to escape punishment for the crimes committed by the Dual Monarchy. Count Tisza, Austro-Hungarian Minister of Foreign Affairs at the beginning of the war and commonly regarded as one of the chief collaborators in the infamous ultimatum to Serbia which began the war, has already paid the price of his actions by assassination. Count Karolyi, a prominent Hungarian noble is heading a movement for the complete political independence of Hungary which has resulted in proclaiming Hungary a republic and the recognition of the independence of the Jugoslavs.

New German State of Austria

Not to be outdone in the general scramble toward separatism, the German deputies in the Austrian legislature have proclaimed the new "German State of Austria" which is probably only a temporary stop-gap in the revolutionary measures now proceeding in Vienna. Thus it becomes clear that the authority of Charles, the Emperor—King of the Austro-Hungarian dominions, has vanished. Before many days pass the Hapsburg family which began its career far back in the Middle Ages may be in exile from all of its ancient possessions.

Further German Withdrawals

Although military operations on the western front were not so dramatic as those in Italy just prior to the Austrian armistice, nevertheless steady progress was made toward the elimination of the German army. The British captured the important city of Valenciennes in northern France on November 2, while the Americans and French continue to push the Germans back on the highly strategic railway north of Verdun. Of even greater importance, however, was the announcement that during October the Allies captured 108,343 prisoners of war and 2064 cannon on the western front. The total captured since the middle of last July is 385,000 prisoners and over 6200 cannon.

Armistice Parley Follows Disasters

The succession of disasters on the western front with the surrender of her two allies, Turkey and Austria-Hungary, made Germany more eager than ever to obtain a cessation of hostilities. In reply to President Wilson's announcement that he had sent the German request for an armistice to the allied powers the German government hastened to assure the United States that "peace negotiations are being conducted by a People's Government, in whose hands rests, both actually and constitutionally, the power to make the deciding conclusions." Some evidence of this is seen in the recent adoption of an amendment to the German constitution which places the power of declaring war and making peace in the Imperial parliament, and in the dismissal of General Ludendorff generally regarded as the ablest military leader of the German army throughout most of the war. The terms of the armistice to be demanded of Germany were unanimously agreed to by the supreme war council of the Allied powers at Versailles, and handed to the German Commission by General Foch, supreme commander of the Allies.

Germany Signs Armistice

In Germany, in the meantime, revolution was spreading with alarming rapidity, and the Government recognized that the cause of the Hohenzollerns was lost. On November 9, the Kaiser was forced to abdicate. The Germans accepted the Allies' terms at dawn on November 11, and the armistice went into effect six hours later.

While an armistice is not technically equivalent to peace, it is clear that the greatest war in history is virtually over.

FRIENDS FOR FIGHTERS FAMILIES

Red Cross Home Service Extends Help and Comfort to Families of Soldiers and Sailors

One of our American boys now in the front line trenches wrote the other day to his brother: "In your last letter you said you wished you were here. I wish so myself. It is a great life. My heart aches for my wife and children, but if I had not come I would never have felt I was a real man."

When a soldier goes away to war he must leave his family, his "folks" behind him. It is part of the sacrifice that he and his family are called upon to make for their country, and everyone has made it gladly.

Now it sometimes happens that when a soldier goes away from home things happen which he would take care of if he were only there. Sometimes it is a matter of business; sometimes it is sickness; sometimes an accident to one of his children.

When the soldier hears about it he worries and wishes he were home to help. The farther he is away from home the more he worries, and a worried soldier does not make a good soldier. Only when all is well with the mother, the wife, the brothers, the sisters at home, can the soldier go forward bravely and cheerfully.

Children of French Soldiers Cared For by the Red Cross

Kinds of Help Given

With a big army like ours of two million men, there are at least a million homes here in America from which a father or husband or brother has gone; a million homes in which things like the following can happen. For instance, a few weeks after a certain soldier enlisted in one of the western states and went to camp, a moving van drew up in front of his door to take from it the furniture he had been buying on the weekly payment plan. In one of the northern states, one of two young brothers who had been managing the family farm for their aged parents was drafted; two weeks after his departure for camp the remaining son died just at harvest time, and there was no one to harvest the crops. In another case a newly married soldier left

his young wife with his relatives and asked them to look after her. They made her a household drudge and forced her to give them all the money her husband sent to her.

Care for Folks at Home

Things do indeed happen to the folks at home. Every soldier and sailor who goes to the war recognizes that this cannot be avoided. His real anxiety is not so much that things may happen, as that, when they do happen, he cannot be there to help and advise. The spirit and courage of the Army and Navy of the United States will therefore depend in no small measure on the way the folks at home are protected and cared for. If the soldier or the sailor is to do his best he must have the assurance that, whatever happens, his family will have friends to help them. The American Red Cross has undertaken to give this assurance to every soldier and sailor, wherever he may be. The Red Cross calls this work Home service.

Over fifty thousand people are engaged in doing this work for the Red Cross and they have helped over one hundred thousand families of soldiers and sailors since the war began. In fact, Home service is a guarantee that no enlisted man's family shall lack for anything in the power of this country to provide. This is how Home service works.

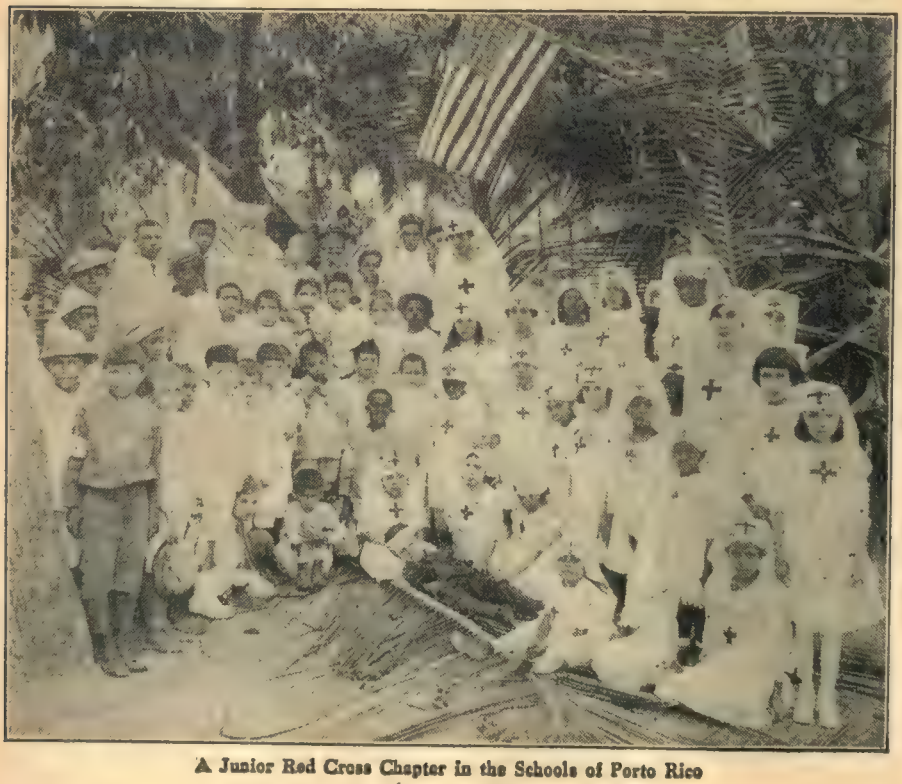
Help in Awkward Tangle

In a city not far from the Canadian border, the American wife of a soldier in the British army—a woman of refinement and education who had always depended upon her husband to transact the business affairs of the household—got into an awkward tangle because she did not know business methods. A great deal of money was involved and she was almost sick with worry until a friend told her about the local Home service section of the American Red Cross. She was obviously embarrassed when she came to the Home service office. The Home service people telephoned to a leading merchant of the city, consulted a lawyer, and secured from both some very valuable suggestions for a way out of the difficulty.

Reads and Writes Letters

Then there was the case of an old lady up in the mountains of one of the southern states. Her son was drafted. He wrote home regularly all the time he was in camp in this country. The postman happened to notice that the old lady never sent any letters back. He happened to mention this to a Home service worker. She stopped one day to see the old lady and after a few minutes tears came into the mother's eyes as she confessed that she had a big bundle of letters from her son which she could not read because she had never learned how. The Home service visitor read the whole pile to her that afternoon. Then she found out that the old lady could not write, and now the Home service visitor visits the old lady whenever a letter comes, reads it to her and writes the answer. It has made her very happy.

Red Cross Giving Toys to the Children of Noyon



A Junior Red Cross Chapter in the Schools of Porto Rico

Old Fashioned Neighborliness

Home service after all is just friendly, personal help and comfort; it is aid of any kind; it is old fashioned neighborliness given to the families of soldiers and sailors whenever they stand in need of these things. Home service is also given to the families of the soldiers and sailors of the Allies who may happen to live in this country. To be sure, the majority of the families of our soldiers and sailors will not need outside help. There will be a considerable number, however, who will find it hard to get along without some good friend and neighbor like the Red Cross to rely upon. The United States Government has provided financial assistance and every soldier sends part of his money to his family, but there are many things which the Government could not undertake to do. For example, the Red Cross Home service gives information to all soldiers' and sailors' families on every subject where their pers nal interests are concerned. Home service tries to give the children and grown-up folks in soldiers' and sailors' families the opportunity for good times. It will try to provide the chance for a good education to promising boys and girls. It has helped women with the management of their farms. It has helped young mothers with their little babies. It has seen that children had a doctor when they needed one or that the mother has had a doctor or nurse if she wanted one. It has even helped people to find good jobs, jobs in which they could do their best work.

THE JUNIOR RED CROSS

Activities of the Organization Revealed in a Series of Pointed Questions and Answers

The following summary from "Helping Uncle Sam," used in the public schools of Michigan, will serve as a basis for discussing the Junior Red Cross work as related to the schools.

1. What is the Junior Red Cross? It is a means by which the boys and girls in school can serve the whole world by helping the sick and suffering people everywhere. As President Wilson says, they can learn to be "the future good citizens of this great country which we all love."

2. Who began the Junior Red Cross? The War Council of the American National Red Cross adopted the plan on September 3, 1917. It is administered by directors of junior membership in fourteen divisions throughout the United States. Under them are the chapter committees and school officers. But it is the children who are the important workers.

Schools Become Members

3. Who can join the Junior Red Cross? Any public, private, or parochial school may join the Junior Red Cross. Then all the boys and girls in the school become members of the American Red Cross.

4. How can a school join the Junior Red Cross? First, the school authorities must give their consent. Second, the school must either collect dues or take a pledge that it will earnestly do Red Cross work. Third, the school then makes a formal application for membership to the local chapter or branch school committee, showing that it has collected the dues or taken the pledge. Then the school becomes a School Auxiliary of the Junior Red Cross and each child in the school becomes a member in the American Red Cross.

5. What are the dues which a school must pay? The dues for each school are as much money as would be collected if each child in the school gave twenty-five cents.

How Dues Are Paid

6. Does each child pay twenty-five cents? No, the whole school collects and pays the dues all together. The money may be raised in any way which the School Auxiliary decides, with the approval of the chapter or branch school committee.

7. What is the school fund? The school fund is composed of junior membership dues and other contributions from any source. No part of it is diverted for Chapter use or for general expenses for the Red Cross.

8. How is the school fund used? Funds are used for the purchase of materials to make into supplies needed by the Red Cross.

9. Who are the officers of the School Auxiliary? The school principal or someone chosen by him is the chairman of the Auxiliary. The teachers may be either officers or members. The children are members.

10. What is the connection between the School Auxiliary and the American National Red Cross? The American Red Cross throughout the United States and its possessions is divided into fourteen divisions. Within each division are many chapters. The School Auxiliary is directly under the charge of the local chapter or branch, but there is a director of junior membership in each division. At Washington, in the National Headquarters, there is an office for the Junior Red Cross where the work for all the junior members is planned.

11. Who is the president of the Junior Red Cross? President Wilson is the President of the American Red Cross, of which the Juniors are a part.

12. When should a school join the Red Cross? Your membership as an Auxiliary is given for only one year. Be sure to renew it at the beginning of every school year.

Work of School Auxiliary

13. How does the School Auxiliary find out where to help? The Red Cross chapter that helped the Auxiliary to organize will tell what work is needed. The National headquarters will send out pamphlets with directions. These pamphlets are distributed through the chapters. Members of the Auxiliary themselves will think of many ways to help and can ask their chapter school committee for its approval.

14. What sort of work does the Junior Red Cross do? It works in three big ways: *Study:* The children study the history of the Red Cross; they study how to help in the best way. *Service* to their city or village. *Service* to all suffering people. The children make many of the supplies used in this country and in Europe.

15. How much school time will be spent on the Red Cross work? That will depend on what the principal decides.

16. Will the members work for the Red Cross outside of school hours? Any eager member will find many chances of helping his auxiliary and the chapter.

Red Cross Plays Santa Claus to Refugee Children

17. What can the Junior Red Cross make to send to our soldiers and to the people of France and Belgium? The best work for the Auxiliary is the making of clothes for the refugees of France, Italy, and Belgium. Over half of these refugees are babies and children. To these will be added the millions of destitute and suffering people in the Balkan countries, and in other countries now accessible under the terms of the recent armistices.

First War Fund Drive

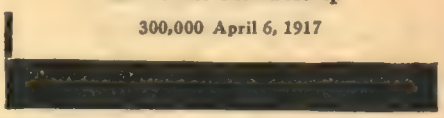
Aim $100,000,000 — Accomplishment $115,000,000

Second War Fund Drive

Aim 100,000,000 — Accomplishment 176,000,000

THE GROWTH OF THE AMERICAN RED CROSS

At Christmas time the entire American people is to be asked to answer the Red Cross Christmas call. Every man, woman,



Christmas, 1917—22,000,000

and child in America is expected to become enrolled in this army of mercy. Some idea of the magnitude of the Red Cross movement may be had from the facts recently published by the American Red Cross war council. On May 1, 1917, there were 486,194 members of the Red Cross working in over 562 chapters. On July 31, 1918, fifteen months later, the organization numbered 20,648,103 annual members, besides 8,000,000 members of the Junior Red Cross—the total enrollment of over one fourth the population of the United States—working through 3854 chapters with 30,000 branches and auxiliaries.

More than $8,000,000 is devoted to canteen work and to the production of relief supplies. By July 1, 1918, American Red Cross chapters through their workrooms had produced 490,120 refugee garments, 7,123,621 hospital supplies, 10,786,489 hospital garments, 10,134,501 knitted articles, 192,748,107 surgical dressings, a total of 221,282,838 articles, with an estimated value of $44,000,000.

The home service with its more than 40,000 workers extends ministrations of sympathy and counsel each month to more than 100,000 families of soldiers in the active service of the country.

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State Editorial Boards, each consisting of five members appointed by the State Superintendents, represent the classroom teachers of the several States.

Now is the dawn of peace—and the "twilight of the kings."

The need of saving food is more imperative than ever. Starving Europe must be fed.

Under the armistices now in force, the western world has renewed access to millions of suffering people who for four years have been cut off by the battle-lines. The Red Cross will need every dollar that American generosity can provide if relief is to be taken even to the friends of the Allies among these peoples, to say nothing of the late enemy populations.

Especially interesting to teachers will be the plans that the Y. M. C. A. has made for education during the period of demobilization. The army in France, indeed, will become a great university. Among the two million soldiers in France there are many competent teachers from elementary and high schools, as well as highly-trained specialists from universities and technical schools. These men will be called upon to serve as instructors under the supervision of competent schoolmen, some of whom are now in France organizing this work. Every man in the service will have an opportunity to undertake almost any study in which he may be interested and for which he is prepared. For those whose educational opportunities have been limited, there will be classes in the elementary school subjects—even in the rudiments of reading and writing. For the more advanced, there will be high school work and work of college and university grade. Nor will vocational education be neglected. It is not generally known that the work of the army itself involves more than six hundred different trades. A great laboratory of vocational education is thus immediately at hand. A soldier seeking to master a trade will find the way open, the range of choice wide, and the facilities for instruction and training developed on a scale heretofore undreamed of, much less realized. This is the great university that is taking form in France under the general direction of the Y. M. C. A., which acts in this work at the request of the commanding officer and with the full coöperation of the military organization. It represents something new in the history of war—something finely consistent with the traditions of the "cleanest army in the world."

Can there be what William James once called a "moral equivalent of war"? Can we have in times of peace the same spirit of coöperation and sacrifice, the same deep recognition of individual obligation to the common weal, that a great national struggle so quickly develops? This question will soon press for an answer, and it is education that must respond. It is not too early to make a beginning. Peace will not mean that the battle for democracy has been permanently won. It will not mean that the responsibilities that our country has assumed for the cause of democracy can be laid down, or that we can return to the self-sufficiency of an earlier day. Problems that will involve the welfare of others as well as of ourselves must be faced and solved by the American people. It is not too soon to impress upon the children now in school the fact that to meet these responsibilities in harmony with the ideals for which our soldiers have fought, will require from them the keenest and clearest thinking of which they can make themselves capable. If education was at any time merely a privilege, that time has passed in our country. If to strive for knowledge and insight can ever be a duty, it is a duty today.

If the teaching of the war has been a primary task of the schools during the past eighteen months, an equally important task will soon be faced in bringing to every pupil a clear understanding of the issues involved in laying the bases of the peace that our country and its associates will seek to establish. The generation now in school will be more profoundly affected by the sweeping changes that are likely to be made within the next few weeks than shall we of the older generation. The events that will be packed into these few weeks may make this brief period from many points of view the most important era in the lives of our boys and girls. The meanings that even the younger children in our schools attach to these events, the notions that they gain of the reasons for the great changes that they will witness, are bound to have an important influence in their later thought and action. Surely a duty of the first magnitude rests upon the schools to make this period yield the largest possible educational returns. In this number of NATIONAL SCHOOL SERVICE, the terms of the Turkish and Austro-Hungarian armistices are explained, and suggestions for class discussions will be found in the departments.

As other terms of armistice or of peace appear, they may well be made a "special order of business," at least in the upper grades and the high schools. It will probably be less easy to do well the kind of teaching that this involves than it has been "to teach the war," but it is no less important. The more clearly our pupils can be led to understand the principles and policies that will govern the new world order, the better able will they be to take their part in it later.

THE MESSAGE OF THE STARS

(In honor of the Service Flag)

With eager hearts and anxious eyes
  The Magi in far distant years
Would scan the placid evening skies,
  Torn 'twixt fond hopes and foolish fears,
To read strange secrets in the stars.
  And catch sweet "music of the spheres."

Ah! not so foolish-fond are we
  Who gaze upon our stars today,
And by a wiser wizardry
  Interpret what they have to say
Of courage high and purpose pure
  And fate's mysterious yea and nay.

They tell of glorious things to be,
  As far and wide their music rings,
The triumph of Democracy,
  The doom of kaisers and of kings,
The story of a world made free
  And glad with all that freedom brings.

They sound alas! some notes of woe,
  For brave hearts stricken far away;
But not one craven deed they show,
  Not one weak faltering in the fray—
Yes, with such portents all aglow
  The stars gleam in our flag today.

And as we scan them, we shall be
  Lifted above dull commonplace,
Inspired with finer loyalty,
  Endued with greater strength and grace,
O stars of noblest augury,
  How great the glories that you trace!

—*Vernon P. Squires.*

MAKING THE NATION PHYSICALLY FIT

Public Health Service Cites Draft Facts to Guide Schools in New Health Program

As a result of the physical examinations made during the first draft, over one third of all the men examined were rejected for active military duty because of physical defects.

A very large proportion of these defects represented conditions which could have been prevented during childhood. The findings constitute at once a grave indictment of our neglect to safeguard the physical fitness of our nation's manhood, and a strong argument for nation-wide school medical inspection.

Here is a typical example from seven local boards in Detroit, Brooklyn and New York.

Number of men examined.....7611
Number rejected for physical defects, 2232, or 29 per cent.

On the average an additional six per cent were subsequently rejected, for physical reasons, by the cantonment surgeons.

Prominent causes for rejection: eye defects, 462 or six per cent; teeth defects, 366, or 4.8 per cent; underweight, 350, or 4.6 per cent; hernia, 223, or 2.9 per cent; foot defects, 180, or 2.3 per cent; miscellaneous, 651, or 9 per cent.

Among the defects frequently encountered many are so obviously preventable by a little attention in early life, that school teachers throughout the country will do well to consider whether, even in the absence of organized school medical inspection, they cannot contribute to an improvement in the physical health of the nation by calling on parents to have their children medically examined once a year.

Physical examination of school children shows that the following are some of the commoner defects the correction of which during childhood does so much to promote the development of sturdy bodies in adult life: carious teeth, adenoids and enlarged tonsils, enlarged lymph glands, defective vision, impaired hearing, anaemia and malnutrition.

What are you doing to make the nation's manhood fit?

SPECIAL MESSAGES TO SEND TO EVERY HOME

1. The Food Administration has sent out an urgent call for Americans to continue to save food in order that we may share at least 17,550,000 tons with those who are in dire need in Europe.
2. Send to every home the story of what the American Red Cross is doing for our soldiers at home and overseas, and for the families dependent upon them.
3. Save and sell through the local councils authorized by the War Industries Board: paper, cotton rags, iron, steel, copper, wool, brass, zinc, aluminum, rubber, babbit metal, tinfoil, leather, lead.

FRESH AIR AND THE SCHOOLS

Helping to keep the school children well and strong is every bit as important a duty of the teacher as is the teaching of the three R's, says Surgeon General Blue of the United States Public Health Service in a special communication to NATIONAL SCHOOL SERVICE. It is impossible, he declares, to maintain children in good health by keeping them in overheated, badly ventilated classrooms. As a nation we talk a great deal about fresh air, but many of us do not really practice what we preach. An exhaustive study made recently in the public schools of New York city showed that there was less sickness due to respiratory troubles, and less absence due to illness in classrooms where there was good open-window ventilation than in those where the ventilation was poor.

This is the season of the year when people begin to keep their windows closed, and live in stuffy, badly ventilated rooms, mainly because they do not realize the danger to which they thus expose themselves.

Is your classroom well aired?

Do you have setting-up exercises with wide-open windows two or three times a day?

Do you watch the thermometer in your room, and keep it from going over 68 degrees Fahrenheit?

Are your pupils inattentive or drowsy after an hour in the classroom?

In a well managed fresh-air school connected with the New York tuberculosis preventorium for children, the pupils are easily kept up to the standard grades even though they attend only a single session of school daily, either in the morning or afternoon. Their minds are so alert, because of the fresh air, that they do in one session what the children in other schools do in two.

Why not have a "fresh air" classroom?

WASTE MATERIAL CRUSADE

A paper famine threatens the country, according to announcements of the War Industries Board, and the Government wants every patriotic citizen to do two things: economize in the use of paper, and save all waste materials. Materials to be saved are paper, cotton, rags, iron, steel, copper, wool, brass, zinc, aluminum, rubber, babbit metal, tin-foil, leather, and lead.

So necessary is this saving of waste materials that the War Industries Board has planned a nation wide campaign, beginning November 20, under the direction of local councils appointed for this purpose. The slogan, "Don't Waste Waste," will be sent from coast to coast.

Here is a real opportunity for the schools. When waste paper is worth fifty cents a hundred pounds, rags from five cents to fifteen cents a pound, and scrap metal about fifteen dollars a ton, the schools should join the service campaign and seize the opportunity to buy thrift stamps or turn the money into some important school service fund.

Make Paper Balers

It would be well to have paper balers made by the manual training department of schools. It is even possible to make a paper baler from an old box or crate. In this is placed some strong cords or pieces of rope running parallel across the box with others at right angles. The ropes should be left loose enough to lie on the bottom of the box, and then lined with papers. It is then possible to throw into the baler paper of all kinds. When it is filled and the paper is pressed down, the top should be covered with a large piece of paper and the strings brought across the top and tied securely. Then the bale is ready for market.

Material should be classified as follows: cotton rags; newspapers; books and magazines; and chip or scrap paper. By classifying the paper in this way, it is possible to realize the largest amount for each class.

The time to begin saving is now. Save, bale, and then get in touch with your local War Industries council for disposal. If no council has been organized in your locality write to the Waste Reclamation Section of the War Industries Board for further information.

FOR THE THANKSGIVING TALK

The United States food pledge of seventeen and one half million tons of food for shipment over the seas may be made the theme of a Thanksgiving talk before the weekly assembly. Here are some suggestions:

1. The President's Message to the Allied Food Controllers last summer: "The American people will gladly and willingly make any sacrifice in their consumption and production of food stuffs that will maintain the health, comfort, and courage of the people of the Allied countries. We are, in fact, eating at a *common table* with them."

2. America's Pledge: The United States of America through its representatives gave the Allied Food Controllers this assurance: "Determine what you must have and how much the ships can carry. That will be your quota through the coming year. You need not consider how much America has more or less. We will send it; we have it or we will find it."

3. The food program for 1918-19. America's food pledge, seventeen and one half million tons. See NATIONAL SCHOOL SERVICE, October 15, p. 7.

4. Location of the world's food and the shipping situation. Food must be shipped from America rather than from the Argentine and Australia so that ships may be released to transport troops.

5. The national obligation is a personal responsibility.

This outline can be used also as the basis for a classroom talk on Thanksgiving or used as a basis for a conservation talk.

Rural Schools

THE RED CROSS DRIVE IN RURAL DISTRICTS

Of all the drives ever planned none has made quite the appeal that will probably accompany the Red Cross Christmas Roll Call, December 16-23. All that is good and merciful in this terrible world war, all the ideals and aspirations for which men suffer and die, seem epitomized in the motherhood of the Red Cross. For this reason the American people, and especially American mothers and teachers, will respond to the Red Cross call next Christmas week even more whole-heartedly than to our various other successful drives.

There are two phases of this campaign, and in country districts the rural teacher will be chiefly responsible for both. The first is the enlistment of all school children and others between five and eighteen years of age in the Junior Red Cross. The second is the enrollment of all adults, not by families but by individuals, in the American Red Cross. Both of these undertakings call for one hundred per cent membership, a goal which should be readily obtainable in most rural districts if an effective campaign is waged. In advancing this campaign the following suggestions are offered:

Secure Literature and Information

A good list of references on the Red Cross will be found in the Junior Four Minute Men bulletin accompanying this issue of NATONAL SCHOOL SERVICE. Write for these as directed in the bulletin. The Teachers' Manual, A.R.C., publication No. 606, is extremely valuable and should be obtained by every rural teacher if possible.

Study the Red Cross

As soon as you have obtained literature and become well informed yourself on the history, purposes, and activities of the Red Cross, begin a systematic study of the organization with your children. The morning exercise period may well be lengthened for a month to 20 or 25 minutes and devoted to this purpose. In this classroom study, Red Cross publications, No. 606, The Teachers' Manual, No. 601, Story of the Red Cross, and Our Red Cross, will be found indispensable.

This study should include: (1) the origin and history of the Red Cross; (2) Red Cross stories including the selection, reading, telling, and dramatization of reproduced stories, and the writing of original ones; (3) Red Cross verse, including the writing of original rhymes by the children; (4) the making of posters; (5) the planning and writing of a Red Cross magazine; (6) the learning of new patriotic songs; (7) the preparation of Junior Four Minute Men speeches for a contest to be held during Red Cross week on "Why You Should Join the Red Cross; and (8) the originating and production of simple drills and pageants for the community meeting arranged in this connection.

This study of the Red Cross by the children will produce many desirable results. It will motivate and enrich the regular work of the school. (See the Teachers' Manual, p. 56.) It will stimulate the increase of Red Cross sewing and other forms of war work. It will give the Christmas season the greatest enrichment of love and service ever known for an American yule-tide. And finally, it will create so much interest that all the children will join the Junior Red Cross and, in turn, stimulate the interest of their parents and elders for membership in the senior organization.

Enlist Every Pupil as Member

No teacher should feel conscience-free during this drive until every pupil in her school has enrolled in the Junior Red Cross. Because of the impelling motives involved this will be a comparatively easy task. The only possible difficulty lies in the enrollment fee of twenty-five cents. Sensing this difficulty the officials of the Junior Red Cross have ruled that each child need not pay individually, but that the school may raise a common fee, equal to twenty-five cents for each child, in any way desired. In prosperous districts it is probably simplest for each child to pay his own quarter. In less prosperous communities the teacher can plan an entertainment, sale, or other money-making venture to raise the general school fee. In all cases it is better for the children to earn their own quarters than to have them supplied by their elders.

Hold Community Meeting and Contest

This contest and community meeting had best be held on Wednesday or Thursday evening of Red Cross week rather than on the customary Friday night. This will leave Friday evening free for country people to attend the big Red Cross rally which will probably be planned for that date, in the nearest town. A program for this community gathering will be found elsewhere in this department.

PROGRAM FOR A RED CROSS MEETING

The big event of Red Cross Week in rural communities may well be a United Junior Red Cross contest and community meeting. When possible have two or more rural schools, or even a whole township, represented in this contest. This community meeting should come as the culmination of the Red Cross study and activities of the preceding month and can easily be made to motivate most of the regular school work during this time.

The numbers of the following program are taken very largely from the Teachers' Manual of the Red Cross, which may be obtained from the chairman of the local chapter. Current periodicals, particularly the Red Cross magazine, school journals, and this number of NATIONAL SCHOOL SERVICE, contain other good material of this type.

In choosing Junior Four Minute speeches for this program make a preliminary selection between the schools, or grades, or individual children involved, until the number is reduced to four or six. Arrange, also, for three judges to pass upon the children's work. Decorate the schoolroom with flags and posters, and put up an exhibit of Red Cross materials made by the children.

Suggested Program

1. Flag Drill.—Make up a simple, original drill—or select one from the Teachers' Red Cross Manual, p. 105, or from current school journals.

2. Dramatization of a Red Cross Story.—By primary grades. "Cap, the Red Cross Dog," in *Red Cross Stories for Children* by Georgene Faulkner, published by Danghaday & Co., Chicago, is a good story for this number.

3. Acrostics: Knit — Hoover — Uncle Sam. Primary grades. See the Teachers' Manual, p. 101.

4. Play — The Journey of a Dollar. Grades 5 and 6. Teachers' Manual, p. 106. This is an original play written by school children. Have your rural children write and give a similar play, if possible.

5. Song—Behind the Guns in France. Entire school. Teachers' Manual, p. 143.

6. Story of the Red Cross.—A series of brief talks or an original tableaux worked out by children of the intermediate and upper grades. For the information needed on this topic see Red Cross bulletin 601.

7. Recitation.—"The Red Cross Spirit Speaks." Teachers' Manual, p. 112. Or, "In Flanders Field." See NATIONAL SCHOOL SERVICE for September 15, 1918.

8. Explanation of the Junior Red Cross and of the Junior Four Minute Men Contest. By the teacher.

9. What We Juniors Have Done to Serve. One-minute talks by different children illustrating Red Cross activities and showing the materials made.

PEACE FOOD DEMANDS

The approach of peace must not cause us to slacken in our efforts to save food. The need for us to send supplies across the Atlantic will be perhaps greater after peace than before, because there will be more people to be fed, even if we do not have more soldiers in France.

Many of the smaller countries which have been fighting in the war are almost starving. In most of the neutral countries the people have been on short rations for several years, particularly in the little republic of Switzerland. And in France and Great Britain the people are on short rations, largely because Great Britain has lent us many ships to take our soldiers and war material to Europe.

Unless we save, Europe will starve.

10. Why You Should Join the Red Cross. Junior Four Minute Men speeches.

11. Tableaux—The Red Cross Membership Roll Call. Grades four to six.

12. Play—The Red Cross in Italy. Intermediate and Upper Grades. See the Teachers' Manual p. 131. A good alternative play for this number is "A Thanksgiving Dinner in France" in this magazine.

13. Report of Adult Activities from the Local Red Cross Auxiliary. A woman of the Community.

14. Talk—The Red Cross and Why We Should all Join It. A Red Cross official or a well-known farmer.

15. Roll Call for Membership. Make provision before adjournment for an honor roll call of Red Cross members and for the enrollment of all who have not yet joined.

OUR KIND OF MAN

The kind of a man for you and me!
He faces the world unflinchingly
And smites as long as the wrong persists
With a knuckled faith and force like fists.
He lives the life he is preaching of
And loves where most is the need of love.
—*James Whitcomb Riley.*

HOME NURSING

Home care of the sick, which the United States Public Health Service urges during the epidemic, has always been more generally practiced in country than in city communities, because of the remoteness of physicians and the scarcity of nurses. For the duration of the war, at least, home care is going to be more essential than ever. Many nurses and doctors have gone to France, and the call is coming already for many more. The lessened corps in this country has been materially decreased by deaths of both nurses and doctors in the present influenza epidemic.

Real Hygiene

Use your hygiene periods for a few weeks to give the whole school simple lessons in home care of the sick. Take up the topics: Furniture of the Sick-room, Ventilation, Prevention of Infection, Personal comfort and Medical Care of the Patient, Nourishment. Use all the material in your school hygiene text, and write to your State Board of Health for helpful bulletins.

Health and Habit

Do not stop with mere discussions and recited lessons. Have daily health club reports, a question for each day to be, "Have you a clean handkerchief?" and, less frequently, "Have you a clean towel?" Put up a shelf or stand in the cloak room or entry to hold a basin and soap stand, and a hook for each child's hand towel. Encourage the pupils to develop the habit of washing hands before eating.

Have the children make their own hand towels and either wash them or take them home to be washed frequently. Teach them how to make a bed, practicing on a toy bed in school and real ones at home. Show how to wash sick-room dishes and utensils with boiling water, abundant soap, fresh, scalding rinse water, and clean dish towels. If possible, actually do this in school.

FRESH COUNTRY AIR

Some people think that because there are oceans of fresh air and sunshine all around the country home and school, country people and country children get the full benefit of them. Country teachers know this is not so. There are old prejudices, hard to uproot in conservative rural communities, against open windows and "cold air." You may not be able to change the habits the old people have cherished for a lifetime, but it is your privilege and duty to determine in large degree the habits your pupils shall form. For their whole life's good, then, as well as for the interest and alertness of your classroom, see that you have plenty of "fresh country air." Read Surgeon General Blue's article in this issue, and follow the suggestions his questions contain. Be sure your Health Club has as one of its points, "Did you sleep with your window open at least six inches last night?" If you have a jacketed stove, examine the fresh air intake and the foul air outlet and insure the proper circulation of air. If you don't understand it, ask your superintendent about it the next time he comes to your school. If you have only the old type of stove, put window boards under the lower sashes of at least part of your windows. No matter what you have, open your windows wide every time you get a chance, especially at recesses. Go out in the yard with your pupils, teach them games, and play with them, and the schoolroom will lose the curious magnetic charm it seems to have at that time. Any time your pupils seem inattentive, drowsy, and dull, look at the thermometer, suspect the freshness of the air, and spend three to five minutes of setting up exercises with all windows open.

HOW JUNIORS CONTRIBUTE TO RED CROSS FUNDS

Members of the Junior Red Cross in the various schools have used diverse methods of raising money. Many children have sacrificed luxuries from the peanut stand and the drug store. Some run errands, help mother, or tend the baby. Entertainments, garden projects, and food sales afford other means of raising money. In Oklahoma more than one pig in a corner of a school yard grows fat on luncheon scraps. One New Jersey high school runs an employment agency and the students do many odd jobs of the community, such as tending children, washing dishes, laundering, serving dinners, baking bread, mending clothes, tending lawns, and catering for parties. Los Angeles school children supplied the city's Christmas toy trade through the Red Cross shop and made a profit of $3000. The Minneapolis school bazaar cleared $4000 in three days, besides giving valuable manual and business training to many children.

Primary Grades

SAND TABLE TRENCHES

"Come, children! Today we are going to have a lesson around the sand table." Glad to be free of the confinement of hard seats and unyielding desks, they literally crowd about the table in the corner of the room. Let us watch them as their quick eyes take in the picture spread before them in miniature. Across one end a trench runs in a zigzag line. At intervals are dugouts made with small sticks and pebbles. Ladders of toothpicks lean against their sides. A line of toy soldiers in the trench gives an added touch.

"I know what it is. It's a trench," cries little Tom.

"Look at the soldiers! I've got some like 'em. I'll bring 'em tomorrow," volunteers another.

And so it goes. Interest is aroused, the attention caught. Try it yourself and see what you can teach this month with your Red Cross Sand Table.

Red Cross Hospital

Represent the Red Cross Dressing Station just behind the trench by a tent of a small piece of canvas on poles. It may be camouflaged with foliage. Show stretcher bearers, two toy soldiers with Red Cross on arm carrying a third with limp arm or bandaged head.

On the other side of the sand table show a Red Cross hospital. It may be made of cardboard with one side open. It should bear a Red Cross flag. Paint one on roof also. A bed or two with small dolls dressed as Red Cross nurses and doctor attending them will picture the interior. A bit of shrubbery may be placed about.

The picture will tell its own story. Bring out the watchful care of Red Cross for our men. Tell stories that illustrate bravery and devotion to duty of Red Cross nurses, doctors, and ambulance drivers. Be sure to emphasize that our membership is what supports them.

Children Develop Picture

Let children cut paper soldiers. Two thicknesses of paper supported by tooth picks will stand up bravely in the sand. These paper soldiers may be colored to represent uniforms of fighting nations. Children may also cut out flags and color them. Let them make our own "Spangled Banner," the Red Cross flag, the flags of Belgium, France, Great Britain, and Italy. If the children are permitted to place figures of their own making on the sand table, they are much more interested in the picture.

I know the song that my thrift stamp is singing,
Here from my pocket its clear voice is ringing:
"Save, little fellow, you've made a beginning,
"Save, little fellow, the war you are winning."

BILLY BOY'S QUEER THANKSGIVING

BILLY BOY: Tomorrow is Thanksgiving Day. Thanksgiving! What has a fellow to be thankful for I'd like to know. Nothing but *save, save, save* for the Belgians, save for the French. I don't want any old dinner anyway. I wonder what we are going to have. I wonder wh—— (voice interrupts him.)

VOICE: Want to know, Bill?

B. B.: Sure.

VOICE: Look and see.

(Enter in pantomime Mr. Rooster strutting proudly. Misses Turnip, Potato, Celery and Cranberry dance gayly past, laughing at Bill. Fat old Pumpkin waddling slowly by is followed by Lady Pear and Chestnut. Popcorn darts hither and yon. Two apples with blushing cheeks hurrying on as if they had important engagements. When all are on the platform they form a circle around Bill and dance to the time of "Here we go round the mulberry bush.")

VOICE: Pretty good dinner, Bill.

B. B.: Oh, that's all very well, but what about Jelly and Turkey and Candy and Pie?

VOICE: They have gone to Europe for the needy.

B. B.: There you go again. I don't see why I can't have all I want.

VOICE: Long ago a little boy in America had much less.

B. B.: Who was it?

VOICE: Look, Bill. Here he comes.

(Enter a thin little Pilgrim lad holding in his hands three grains of corn.)

B. B.: Who is that?

VOICE: That is a little Pilgrim boy.

B. B.: What is that he has in his hand?

(He tiptoes up to the Pilgrim to look in his hand.) Pooh, just three grains of corn!

VOICE: That's all he had to eat at one meal, Bill.

B. B.: What, only three grains of corn? Not any turkey or anything?

VOICE: No!

B. B.: Don't the children of Belgium and France have any more than that?

VOICE: Well, they have a little more than that, Bill. But they need all we can send.

B. B.: Well, I guess I don't mind saving so much as I thought I did. I wish all the folks over there would have as fine a dinner as ours. Hurrah for Thanksgiving anyway!

A LITTLE FRENCH LAD'S TREASURE

A curve in the road, a sharp report followed by a hiss of escaping air, and the big machine slid to the edge of the grassy bank.

The occupant, a war worker in France, strolled about while the chauffeur repaired the damage. Suddenly she came upon a little shepherd lad who peered at her gravely from under the peaked hood of his black cape. His sole charge was a very small, very white, very frisky lamb, which scampered away when the stranger approached.

The small shepherd darted after the lamb. As he ran, he dropped a book which he quickly picked up and hid under the flapping cloth of his cape, as if afraid he might lose a treasure. When asked gently to show his precious book, he politely handed it over to the lady. It was a scrapbook filled with gay pictures of Goldilocks and the Three Bears, and on the last page this inscription had been written, "To some little French child, from three little American children, William, Janet, and Roy."

French Orphans Fed by Red Cross

CORN FACTS FOR LITTLE FOLKS

How many have ever watched mother make corn bread? What does she put in it? Meat, eggs, baking powder, fat, and salt. Where does she bake it? In the oven. Does it take long? About 30 minutes. Have you ever seen her make wheat or white bread? Let children tell about mixing, setting to rise, kneading, shaping into loaves, baking. Compare the time consumed in making a quick bread like corn bread with that consumed in the making of wheat loaves.

In France and England most of the baking is done outside the homes. The ovens are not adapted to the baking of corn bread. The mothers of little French children do not know how to make corn bread. They are so busy helping in factories and on the farms that they have no time to learn how to use a new kind of flour. Besides corn meal does not keep as wheat flour does.

Put a small quantity of wheat flour on a bit of white paper. Do the same with corn meal. Let children press first the wheat flour and then the corn meal into the paper. Wheat flour will leave no stain, while the oil in the corn meal will leave a grease spot on the paper. It is this oil that makes corn flour spoil. So it is necessary that we ship wheat to our Allies and keep the corn here.

HEALTH IS THRIFT

"No soldier is better than his teeth" is a saying brought out by the war. Every child is a little soldier. Good teeth are essential to good health, and therefore to good little soldiers.

Teach the children the structure and proper care of the teeth. Teach them when and how to brush their teeth. The advertising section of current magazines contain excellent pictures of children cleaning their teeth. Any dentist will furnish material for objective teaching.

Our teeth are little soldiers brave,
Who guard the door to health,
The enemy is waiting near,
With tread of silent stealth.

The general of the enemy
Is Carelessness and there
At his right hand are
Laziness and "I Don't Care";
But all of us are captains
Of our soldiers, and what's more,
We'll show them how to beat the foe
And guard the precious door.

Intermediate Grades

FIRST AID TO THE RED CROSS CHRISTMAS ROLL CALL

The Christmas Roll Call of the American Red Cross is a newer and better way of saying the Christmas membership drive. The Red Cross is out this December to summon every American citizen to its comradeship.

It is a "Roll Call" this year instead of a "Drive" because it goes almost without saying that people will come forward to help send the message of Red Cross cheer to our men as soon as they are reminded of the opportunity.

It is with the reminding that the schools are asked to help.

Children in school are not asked to join individually; their memberships have come or will come through the Junior Red Cross. Nor are they asked to go on the street and sell Christmas seals and solicit memberships. Membership booths are to be manned by older folk, and the seals will be given away, ten with each membership.

Their part, of course under the leadership of teachers, is to bring the news of the Christmas Roll and the need of a universal answer to each of their own homes.

This can be done in two ways: each child can "talk Red Cross" at home in an attempt to stimulate membership; a general patriotic school program may be arranged to which the parents and friends are invited.

The Division of Four Minute Men of the Committee on Public Information is issuing a bulletin to 750,000 teachers which will outline plans for a December Junior Four Minute Men program, to culminate in a contest of four minute speeches on "Why You Should Answer the Red Cross Christmas Roll Call." This contest will be held at a general meeting during the Roll Call week, December 16-23. If you have not received the bulletin by November 25, write your state Director of Four Minute Men and ask to have one sent to you; or apply to the Chairman of the nearest Red Cross chapter school committee for a copy.

Some supplementary material for making speeches and planning programs will be found in this issue. All teachers are urged to secure the necessary material and to take an active part in the Red Cross Christmas Roll Call.

COMPOSITION SUGGESTIONS

As our girls work on their refugee dresses or knit sweaters and socks they naturally

think, "Where will this dress go?" or "Who will get this sweater or these socks?" With a few facts as to receiving, shipping, and distributing the articles handled by the Red Cross they may be launched into compositions which may bring good results.

The Autobiography of a Refugee Dress

I am a sombre, little gray outing flannel dress made to fit a tiny tot of four, with no trimming and no bright color, but I am warm and useful. After the last button was carefully sewed on, I was gently folded, packed with dozens of other gray dresses just my size, and nailed in a big box stamped with a large Red Cross. Of course I crossed the Atlantic for I was made for a refugee child in France, but little of the journey I knew about down in the hold of the ship. After several dreary weeks our box was unpacked at Evian on Lake Geneva, that town into which the refugee children come from Germany so worn and sick and hungry. "Now," I thought, "I will be able to serve," and sure enough I felt someone pick me up and say, "Just the dress for our little Mathilde." Mathilde a little orphan girl, fresh from her bath, stood waiting with quivering lips for her promised new dress. "I am yours," I murmured as they put me on her and I rubbed my soft self against her warm neck. Mathilde loved me and glowed to think that she owned me. "Now, Mathilde," said the kind Red Cross mother lifting the little orphan girl to the centre of a big table near, "show you are a true French girl." And her piping voice cried, as she rubbed her hands against the downy sides of me, *"Vive la France! Vive la France!"*

A few suggestive subjects for composition follow:

How my Sweater Reached Berlin.
The Socks I Made for a Soldier.
High Adventure—My Vest on an Airman.
My Checkers Cheered a Sick Boy.

KEEPING A FAIR PRICE LIST IN SCHOOL

The Food Administration has published through the newspapers a fair price list. The teacher may make use of this by keeping the names of staple articles posted on the blackboard changing the prices as they change from day to day. The pupils who finish seat work may refer to the list and make problems to be used in their own room at some future time or sent to lower grades.

BOYS IN THE JUNIOR RED CROSS

Last year the boys, unless they learned to knit, could not keep pace with the girls in making articles for the Red Cross. This year, 1918-1919, the articles listed show chances for boys in the Manual Training department. They may make bread boards, drawing boards, canes, chairs, splints, bedside tables, checker boards, and checkers.

Boys may learn to knit, too. If they are inclined to look upon it as a girl's occupation invite your friend, the fireman from the nearest fire-engine house, to come and teach the boys. When they see their fireman hero with knitting needles and a ball of yarn they will fall to with surprising zest.

THANKSGIVING DINNER IN FRANCE

Scene. A pile of ruins in a French village from which the allied armies have just driven the Germans. The sound of guns in the distance. Two little children with their mother crouching low amid the ruins.

PIERRE: Mother, I am so hungry.

MOTHER: Dear child, I have only this little crust of bread left, and I must save that for tomorrow. Perhaps someone will come soon.

PIERRE: Mother, please may I have some water?

JEANNE: Mother, I will crawl out and go very quickly to the village and get some water.

MOTHER: No, dear. You children stay here behind these stones. I will wrap my skirt around you to keep you warm. Do not move until I come back.

French Orphan Waiting to be Taken

PIERRE: Yes, Mother.

JEANNE: (*Timidly*) Don't stay long, Mother.

(*The mother comes out of the ruin and leaves cautiously for the village.*)

PIERRE: Sister, have the Germans gone away?

JEANNE: Mother says so.

PIERRE: Then, why doesn't my papa come?

JEANNE: He will, I know he will Pierre! Oh, how glad we shall be!

PIERRE: I'm awful hungry.

JEANNE: Brother, cuddle down close to sister and go to sleep. Papa will come, Pierre.

PIERRE: Must I say my prayers, Jeanne?

JEANNE: Of course, Brother.

PIERRE: God bless mother, and sister, and bring my daddy back, and oh, yes, please give us something to eat and make me a good boy. Amen.

(*After a moment's silence, an American soldier enters; sits down near ruin; lays down his knapsack; takes out a bottle of coffee, tin cup, and sandwiches. British soldier enters.*)

BRITISH SOLDIER: Howdy, Yank!

AMERICAN SOLDIER: Howdy, Tommy!

BRITISH S.: I suppose we came for the same reason.

AMERICAN S.: Yes, of course. They ordered us to help these poor people all we could. Found any women and children?

BRITISH S.: No, except dead ones. Sh! Who's there?

(*Enter an Italian soldier.*)

AMERICAN S.: Hi Tony.

IALIAN S.: You didn't see a woman?

SOLDIERS: No.

ITALIAN S.: After the Germans were driven from this village, I got leave to come and see if I could find any people who needed help. I thought I saw a woman, but I must have been mistaken. (*All shake their heads.*)

AMERICAN S.: Say, have you had supper?

ALL: No!

AMERICAN S.: Well, I brought along some pretty good chow, but I don't believe I'm going to find any one, so I guess we'd better eat. (*He takes food out of his knapsack and arranges it on one of the large boxes that are strewn about.*)

BRITISH S.: My word, but that looks good. November 28 is my lucky day.

AMERICAN S.: That reminds me. Today is Thanksgiving Day in America, and our people are all giving thanks that they have enough to share. Want to hear a letter from my little ten-year-old boy? (*Takes out letter, and reads.*)

"Dear Daddy: In our school we are going to make a Thanksgiving for you and for all the little children who haven't any daddies. Our teacher told us that must eat the things that grow in our state, because if we don't use the trains and the boats to bring food in, the trains and the boats will carry food for you and the little children who have no daddies. Sister made this kiss. She is too little to know about how to make Thanksgiving."

ENGLISH S.: (*Takes up a sandwich.*) Here's to the Kiddies!

ITALIAN S.: I'm for them! (*Takes a big bite from his bread.*)

(*Enter a French soldier.*)

FRENCH SOLDIER: Comrades, how did you get here? This was my home.

THREE SOLDIERS: Your home?

FRENCH S.: Here was my beautiful garden, and there was my neat little cottage, and there was the little wicket gate where my wife and two little ones greeted me every evening.

PIERRE: Sister! I hear my papa. I want my papa.

JEANNE: Mother said we must stay.

PIERRE: But I want my papa.

FRENCH S.: What is that?

PIERRE: Papa!

(*French Soldier rushes over to cave.*)

FRENCH S.: My babies! Yes, papa is here. Where is Mama?

JEANNE: She has gone to get brother a drink of water.

ITALIAN S.: Then I did see a woman.

(*Woman enters, rushes to French Soldier.*)

WOMAN: Pierre!

MAN: Marie!

PIERRE: Daddy, I'm hungry.

AMERICAN S.: Bless me. You shall have something to eat. You shall have a Thanksgiving dinner. Come little family, we shall wait on you. Eat, Jeanne! Eat, Pierre!

FOOD CONSERVATION AND PLAY CONTEST

Teachers have a chance to write a one-act play on Food Conservation to use not only in their schools but to submit to the Drama League with the possibility of receiving a $100 or a $50 prize. The contest will close December first. Persons interested may obtain a copy of the rules governing the contest and a brief outline of the principles of food conservation by writing to the Food Conservation Play Committee, Drama League of America, Washington, D.C.

THANKS-LIVING

Thanks-*giving* is thanks-*living*,
The message calls today.
We thank for all the work we do,
And all we give away.

Thanks-*giving* is thanks-*living*,
In camps and on the ships.
The boys who wear our sweaters there
We thank with grateful lips.

Thanks-*giving* is thanks-*living*.
Our empty sugar bowl
Shall be a lasting monument
To every fighting soul.

Thanks-*giving* is thanks-*living*.
Mathilde, our refugee,
The stitches in your tiny dress
Are loving thanks to thee.

Thanks-*giving* is thanks-*living*,
The message calls today.
We thank for all the work we do,
And all we give away.

WALK A BLOCK AND SAVE COAL

"Please, Mr. Conductor, stop at my corner." But Mr. Conductor obeys the skip-stop regulation and Mary and Jimmie have to walk an extra block. I wonder whether they know it means saving coal or its power equivalent? In twenty-four states 687,122 tons of coal have been saved, according to the latest figures announced by the Fuel Administration and all because the Jimmies and Marys, grown and little, have taken a few hundred extra steps to get home each day. Skip-stop. What an easy way to help King Coal!

SALIENTS OF THE NEW FOOD LINE

Meat and Fat

We must ship 67 per cent more than last year.

Breadstuffs

We must ship 52 per cent more than last year.

Sugar

We must ship 21 per cent more than last year.

Upper Grades and High School

INTERNATIONAL JEALOUSIES AND ALLIANCES

Aim.—To show how the unfulfilled desires of European nations created rivalry and led inevitably to certain alliances.

Lesson I

Preparation.

1. Recall the loss of Alsace-Lorraine by France as a result of her defeat in the Franco-Prussian War.

2. Recall the steps accomplished by 1870 in the unification of Italy.

3. Recall the backing of Turkey by Germany (1912) and of Bulgaria by Germany and Austria (1913). (See NATIONAL SCHOOL SERVICE, October 1, 1918, Page 15.)

Presentation.

1. Racial Aspirations.

a. Recovery of Alsace-Lorraine by France. b. Inclusion in Italy of the Trentino and of the Austrian seacoast-territory inhabited by Italian-speaking people now under Austrian rule.

2. Conflicting Interests in the Balkans.

a. Germany and Austria, (as noted in the preparation), backed the losing side in the Balkan Wars of 1912-1913. Consequent loss of prestige as well as impairment of realization of idea of "Mittel Europa." b. Russian and Serbian power in the Balkans increased. c. Italy allied to royal house of Montenegro—also Italian aspirations to the eastern coast of Adriatic denied Serbia an outlet to the Adriatic.

Conclusion.

Fix the points noted above and make a blackboard outline.

Lesson II

Preparation.

Review from the blackboard the points of the preceding lesson.

Presentation.

I. Geographical reasons.

a. Desire of landlocked nations for "outlets" under control of small nations.

1. Russia desires Constantinople, need of an outlet from the Black Sea to the Mediterranean, the Dardanelles under the control of Turkey.

2. Germany desires Antwerp and Rotterdam, the great commercial cities of the Scheldt and Rhine rivers flowing through Holland.

3. Germany desires the Sound, the exit from the Baltic Sea, controlled by Denmark.

4. Austria-Hungary desires the mouth of the Danube, controlled by Roumania.

5. Austria-Hungary and various Balkan States desire an outlet to the Adriatic and Aegean Seas, Cattaro (controlled by Montenegro), Scutari, Durazzo, Avlona (controlled by Albania), Saloniki (controlled by Greece).

b. Desire of Germany for a colonial empire.

1. By 1870, when the German Empire was formed, most of the desirable portions of the world had been secured as colonies by England, France, and Belgium. Virtual protectorate over America by U. S. (Monroe Doctrine). Only Africa and Asia remained.

2. Partition of Africa, German aspirations for a colonial empire extending from east to west across Africa blocked by English wedge.

3. Quarrel with France over Morocco.

4. Quarrel with the United States over Philippines and Venezuela. United States becomes a world power after the Spanish-American War and the acquisition of the Philippines.

Conclusion.

From the outline on the board try to secure an answer to the following question:

"After studying these desires of the countries of Europe, what nations would you expect to find in alliance with Germany? What nations would likely be allied against her?"

Lesson III

Preparation.—Place upon the board the alliances as suggested by the pupils at the close of the preceding lesson.

Before studying these alliances learn about a plan that statesmen in Europe thought out about the middle of the 17th century. This plan, called the "Balance of Power," was intended to keep any one country from becoming too strong for the safety of its neighbors. Now we will construct our balance in the Europe of the last quarter of the 19th century.

Presentation.—Pupils will be able to name the strongest nation in Continental Europe in 1871. As France began to grow stronger the desire to protect herself from a second attack by Germany led her to cultivate friendship with Russia. Bismarck in the meantime had offended Russia by supporting Austria's claims in the Balkans. Then France angered Italy by seizing Tunis. Thus we have formed the Triple Alliance (1882)—Germany, Austria, Italy; Dual Alliance (1891)—France, Russia.

This still leaves a great European nation out of any alliance. Can you name it? Alarmed at the great increase in Germany's navy and afraid of being isolated, Great Britain sought to enter one of these leagues. Which one? Before a good understanding could be established between Great Britain and France some quarrels over parts of Africa had to be settled. This was done in 1904. Soon after, in 1907, Great Britain settled some disputes with Russia over parts of Asia. So a good understanding was established by Great Britain with France and Russia. The statesmen call it the establishment of the "Entente Cordiale" or "good understanding" and the league is known as the "Triple Entente."

Conclusion.—Compare the alliances with the grouping made by the pupils at the beginning of the lesson. Emphasize the nations included in each alliance. Which nation has dropped out of the Triple Alliance? If you think about the jealousies perhaps you can tell why. Which one has withdrawn from the Triple Entente?

HOW TO ORGANIZE A LARGE RED CROSS BAZAAR

There must be central management of a large bazaar in which many schools participate. The superintendent of schools or a representative appointed by him is the logical head of such an enterprise. The management of necessary activities is intrusted to committees of teachers with pupil assistants. Principals are chosen as chairmen of these committees, since they can leave their buildings during school hours.

The committees appointed should be as follows: Publicity, equipment, decoration, reception of goods, pricing of goods, care of stock, salesmanship, floor management, finances.

Publicity. Advance advertising is most important to the success of a large bazaar. Posters are displayed for at least two weeks before the event. One special kind of advertising is assigned to each member of the publicity committee, such as that on bill boards, street car cards, lantern-slides, window cards, and equipment.

Decoration. This committee takes charge of the decoration of the show rooms. Decoration should be simple and durable. Flags are effective and easily handled. They can be borrowed for the occasion.

Reception of Goods. All articles are sent to the receiving room for several days before the sale. Members of the receiving committee are on hand to open all packages, take charge of due bills and inventories, and separate articles belonging to different departments such as cooking, sewing, and manual training. The separated articles are placed on tables in the salesroom, ready for the pricing committee.

Pricing of Goods. The pricing committee includes authorities on the work of all the departments contributing articles to the bazaar. Small tags for marking the stock are secured as a donation from a printing and stationery company. Cost of materials, tentative prices put on articles by their makers, price of like articles in downtown stores are taken into consideration in pricing stock. All articles are priced before the bazaar opens.

Care of Stock. The stock committee takes charge of the duplicate articles sent to the stockroom by the receiving committee. All these articles are classified and priced to agree with the arrangement in the salesroom, before the bazaar opens. In this way orders from the salesroom for more stock are filled quickly. After the sale opens some members of this committee are on duty in the salesroom to see that tables are kept filled with fresh stock, and other members of the committee are in the stockroom to fill orders for fresh supplies.

Salesmanship. After they have been priced, separated according to class of articles or price, and assembled on different tables, the articles are turned over to the salesmanship committee. The chairman acts as floor walker to oversee, assist in difficulties, and manipulate his force of clerks to the best advantage. Each table is put in charge of one committee member, whose business it is to inventory stock, arrange articles attractively and secure salesmen.

Floor Managers. Floor managers secure boy scouts in uniform to act as messenger boys and pages, and are ready to help in all emergencies.

Finances. A committee on finances takes charge of the receipts from the bazaar and meets all expenses. Pencils, sales slips, rubber stamps, and the use of a sufficient number of cash registers and adding machines are necessary.

STUDYING THE ARMISTICE TERMS

At the time of writing this article armistice terms had been granted to Turkey and Austria and submitted to Germany. These it should be remembered are not peace terms. Technically, they provide only for a cessation of hostilities, but practically they have been so framed that the Central powers will be unable to reënter the war. Meantime treaties of peace will be considered by the several countries involved. As official statements appear from time to time regarding the terms of peace they should be studied carefully by all pupils.

It may be interesting to note that the United States did not declare war on either Turkey or Bulgaria, and did not even break off diplomatic relations with Bulgaria. The status of the Bulgarian minister at Washington since April, 1917, would form an interesting subject for discussion in a high school class in European history.

Teachers should also note that the United States is not allied with any nation that participated in the war. We can speak of *the* Allies, but not of *our* Allies. The Allies are Great Britain, France, Italy, and, formerly, Russia. Officially, these and other countries fighting the Central Powers are our "associates in the war."

The Turkish Armistice

What will be the effect of giving the Allies control of the Black Sea and of the straits leading from the Black Sea to the Aegean? Tell what you know of the efforts of the Allies during the early part of the war to get control of the passage.

What is meant by demobilization of the Turkish army? What will the soldiers so demobilized be expected to do?

Why do the Allies insist on the surrender of all Turkish war vessels and the control of all Turkish ports, as well as the control of wireless and other telegraphic stations and lines?

What is meant by "occupy any strategic points"?

Why should the Turkish troops be withdrawn from Persia?

What important industry is in Trans-Caucasia, leading the Allies to insist on its evacuation by the Turks?

Why is the destruction of military, naval, or commercial material prohibited?

Where are Tripolitania and Cyrenaica?

Why should the Turkish officers in these places surrender to the Italians?

The Allies insist that all Germans and Austrian be evacuated from Turkish dominions within one month. Why?

What allied control is to be exercised over the Turkish internal administration?

What is to be done with Turkish prisoners in the hands of the Allies?

When did hostilities officially cease?

The Austrian and German Armistices

In what important ways do these differ from the Turkish armistice? Give reasons for these differences.

HOW TO SAVE GAS

Don't burn lamps in day time.

Don't keep the hot water tank flame higher than necessary.

Turn the gas on for cooking when the vessel is ready, and turn it off when the cooking is completed.

Short flames, if properly directed, consume less gas for the same cooking operations.

Turn the gas low after the kettle boils.

Keep the temperature of living rooms at about 68 degrees; lower the temperature by turning down the gas, rather than by opening the doors and windows.

Burn gas in a furnace with an automatic thermostat control. Such an automatic device prevents overheating and waste of gas.

Burn gas in a specially built gas furnace.—*United States Fuel Administration.*

THE FRENCH CLASS AND THE WAR

Today all eyes are turned to France and all are interested in things French; and the great problem which confronts us is how to use that interest in the classroom.

Many of the little books distributed among our soldiers which contain the simplest and most necessary words and phrases of the French language are in the hands of their younger brothers and sisters, our pupils. If we ask them to look up words relating to the war such as trench, bullet, wounded, hospital, nurse, we find that they are not satisfied with these alone, but add many others to their vocabularies. They will also search diligently in magazines and newspapers for French words to bring to the classroom.

Reading French Newspapers

French newspapers containing articles on the war are sure to arouse even the most stupid and indifferent pupils. After lending two or three French newspapers to my classes and telling them where they could be purchased, I found that many pupils bought papers and read with great interest almost every article in them.

They are always anxious to learn the "Marseillaise" in French, and sing it with great enthusiasm. Letters containing French phrases from brothers and friends in France evoke the liveliest interest and the desire to write something in French.

French signs and posters relating to French loans and other war activities of our sister republic may be displayed in the corridors and are read eagerly by the French students.

Let us not neglect, therefore, the many ways possible at this time of bringing into the classroom the real life of the world to stimulate our teaching of French and make it practical.—*Jessie V. Morton.*

WAR QUESTIONS AND ANSWERS

Readers of NATIONAL SCHOOL SERVICE who ask for information on the war are requested to make their questions definite and concise. Naturally the queries of most general interest will receive first consideration.

QUESTION.—Please name the nations constituting the Entente Allies and the most important men in each of these.

France, Russia, and Great Britain constituted the Triple Entente or understanding, which was completed in 1907 to oppose the designs of the Triple Alliance, consisting of Germany, Austria, and Italy. In the present war the term Entente Allies is often applied to all the powers which are combating Germany and her allies. It would thus include France, Great Britain, Belgium, Serbia, Italy (since May 23, 1915), Russia (until March 3, 1918), Roumania (August 27, 1916, to March 6, 1918), and a great number of other states which have declared war on Germany. For a full list of the states which have declared war upon or severed relations with the Central Powers, see the *War Cyclopedia* published by the Committee on Public Information. Properly speaking the United States is not one of the Entente Allies; the correct usage is to speak of the United States "and the governments with which we are associated in the war."

The following leaders are among the most important: In Great Britain the Prime Minister Lloyd George and the Secretary of Foreign Affairs, Balfour; in France, President Poincaré and Prime Minister Clemenceau; in Italy, Prime Minister Signor Orlando. In Belgium the most heroic and commanding figure is that of King Albert; in Serbia, the venerable Prime Minister Pasitch is the most important character.

QUESTION.—What things are conspicuous in the conduct of France in the war?

No people has borne itself with more steadfast heroism or played its part with greater efficiency in the war than the people of France. In an address on February 6, 1918, M. Tardieu, the French High Commissioner in the United States, said: "What we have suffered you well know. Nearly nine thousand square miles of our country, the richest and the most productive, are in the hands of the enemy. Our population, diminished by the invasion of our northern territory, amounts today to only 35,000,000 inhabitants. A little over one million have been killed in battle. Nearly one million have been maimed and definitely invalided out of the war." To the atrocities committed by the Germans during their advance to and their retreat from the Marne in 1914, and the willful wrecking by bombardment of such historic works of art as the Rheims cathedral, was added the more systematic destruction wrought when they fell back in 1918.

What France has done in the war, on the other hand, is indicated by the following figures: On January 1, 1918, she had 4,725,000 officers and soldiers under arms, of whom 3,000,000 were in the war zone. In addition there were hundreds of thousands of native troops from the French colonies, and millions of French men and women in the factories. At that date the French army held 350 miles out of the 470 miles of the western front. At the same time she had 1500 guns in the line, for which she was producing 300,000 shells daily. Guns, munitions, and airplanes have been furnished by France to the Allies in considerable quantities. France has also had a chief part in the operations in the Balkan peninsula. The French navy, of which little is heard in this country, has performed valuable service, particularly in the Mediterranean. Most important of all, in the months last past, has been the contribution which France has made in the genius of Marshal Foch, the Supreme Commander on the western front. France's part in the conflict has therefore been one of which any nation may well be proud.

A RED CROSS CHRISTMAS TO THOSE WHO FEEL POOR

I write as a brother.
We are a large family.
This world war made in Germany against which we are fighting has sent our incomes down and our expenses up.
The pinch hurts, but it is not going to kill us.
We still have enough and something to spare.
Though we feel poor, don't let us feel impoverished by selfish fear.
Let us save in food, in service, in clothes, in luxuries, but not in money.
Let us use that by giving it to save the wounded, the suffering, our friends, our country.
Let us keep Christmas this year by keeping up the Red Cross.
Then it will not be a poor Christmas, but a rich Christmas to our hearts.

—*Henry Van Dyke.*

THE RATIONING OF SWEETS IN ENGLAND

According to an order of the British Food Controller, effective November 4, syrup, molasses, honey, jam, and marmalade are to be rationed in Great Britain, the same as sugar. While the British people have been on an allowance of two pounds of sugar a month, the new regulation will make it impossible to use in addition an unlimited supply of other sweeteners as we do in the United States. The new rations will not exceed four ounces per week. As long as supplies permit, however, a supplementary ration of two ounces will be given to children between the ages of six and eighteen.

The rationing of jam in England will be equally as discomforting as the sugar limitation, as jam has been used more than formerly to help out in the small butter ration of five ounces per week. The fruit crops of England were very poor this year, practically all the fruit produced being bought by the army and the navy for jam-making purposes.

FLOATING HOSPITALS FOR WOUNDED SOLDIERS

The *Mercy* and the *Comfort*, two of the largest of United States hospital ships, which were once ocean liners, are true floating hospitals with a perfection of equipment equalled by few land institutions. Each has facilities for accommodating 300 bed patients and each carries six months' supplies for patients, staff, and crew. In each ship are operating rooms, wards, dental rooms, chemical laboratories, sun parlors, administrative offices, large culinary departments equipped to feed 600 people, libraries, recreation rooms, X-ray rooms. The culinary department of each ship has refrigerating machines capable of producing a ton of ice a day. The ships have every mechanical contrivance calculated to make easier the lot of wounded men. The Government realizes that nothing is too good for the fighting men who have suffered from wounds or illness. Hence the hospital ships, like the hospitals, are models of cleanliness, convenience, and comfort.

FACING THE FACTS

At present there are two big facts which America must face, according to Frank A. Vanderlip, who organized the National War Savings Campaign. In his own words these facts are: "It is service and things that the Government wants," and "The people themselves through their purchases are the great employers of labor, and all classes must coöperate in saving labor and diverting it to war work."

The country can supply at the utmost only a limited number of days' work, and everyone used for an unnecessary purpose is withheld from the common cause.

These facts are fully explained in a pamphlet entitled "Facing the Facts," to which the schools of America are asked to give special attention during the month of November. This pamphlet comprises a brief elementary treatment of the economic principle of materials and labor, and it is recommended for use in the advanced elementary grades and high schools.

Copies of the pamphlet may be had free from the Division of Education, War Savings Section, Treasury Department, Washington, D.C.

WAR SAVINGS SOCIETY PROGRAM

Song—"Over There".....*The Society*
The American Creed.....*The Society*
Recitation—The Newsboy's Sacrifice
A Member
Poster Display—A Patriotic novelty
A few Members
Song—"It's a Long Way to Berlin, but We'll Get There".....*The Society*
Selection of Savings Champion Buying of Stamps.....*The Society*
Business Meeting.....*Led by President*
Song—"There's a Long, Long, Trail"
The Society

A carefully prepared explanation of this program with text of songs, recitations, creed, and complete instructions for carrying out each separate part of the program, will be sent free by the Section on War Savings Societies, War Loan Organization, Treasury Department, Washington, D.C. Write for Patriotic Program, No. 11-17.

November 15, 1918 *For use Dec. 2 to Dec. 20, 1918* School Bulletin No. 4

THE JUNIOR FOUR MINUTE MEN
Red Cross Christmas Roll Call Contest

④ MINUTE MEN ④
10 JACKSON PLACE
WASHINGTON, D. C.

Another Chance to Serve

To the Teachers and Boys and Girls of America:

You and I will agree when I say that the Government knows how much boys and girls can help in the big things it is doing, for I am going to tell you now of a new way in which you are called upon to serve our country.

The Red Cross has set aside the week before Christmas as a period in which every American will have a chance to prove loyalty to our country and soldiers by taking out a membership in the American Red Cross. There are twenty-five million members now. By Christmas Eve we want as many Red Cross members as there are loyal Americans.

If you are already Red Cross Junior members through your school auxiliary, the Red Cross does not ask you to become members again, but it does ask you to help in the great work of telling others why they should join. There has been arranged a Junior Four Minute Men Contest, similar to those held in many schools for the Liberty Loan and the War Savings Campaigns, through which you can do your share in bringing to your fathers and mothers and friends their chance to prove themselves loyal citizens of a unified country, fighting for one ideal.

The subject of this Four Minute Men Contest, which will be held in December, is "Why You Should Answer the Red Cross Christmas Roll Call." The Red Cross Christmas Roll Call is another way of saying the Red Cross Christmas Membership campaign; and it is a better way of saying it, for at a Roll Call each person is himself responsible for being present. And just as the corporal in the army steps forward and reports to his commanding officer "All present or accounted for!" so the chairman of every Red Cross Chapter wants to be able to report on the day before Christmas that every man or woman in his town is "accounted for" by a Red Cross membership.

Think what a Christmas greeting that will be for the boys in the trenches! It will give them the same feeling of confidence and responsibility that strengthens the right arm of the man in the pitcher's box as he hears, from a far corner of the diamond, "We're all behind you!"

We ARE all behind them, and this is our chance to show it. Your teachers will tell you more about the contest. Just as the Four Minute Men in the theaters and moving picture houses give their best effort, so you will give yours, and on the same subject. The honor certificate that will come to the winner on the day of the contest is only the symbol of good work well done.

Wm H Ingersoll
Director.

"I Summon You to the Comradeship."—*Woodrow Wilson*

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RED CROSS CHRISTMAS PROGRAM

What the Teacher Can Do to Help Secure a One Hundred Per Cent Membership

Give Her Children the Chance to Turn the Old Fashioned Christmas Into the 1918 Christmas; Work Out the Real Spirit of Christmas Into a Form of National Service.

The Sprit of the Red Cross and the Spirit of Christmas are the same. This fact gives you an opportunity. It is threefold:

1. Recognize This Fact.
2. Teach it to Your Pupils.
3. Tell Them How To Teach it to their Families.

Read this program through. Use it *all* or adapt *some part* of it to your school needs.

Don't let your opportunity slip to use the Christmas Spirit in developing a Greater National Unity. Don't wait until enthusiasm wanes. Start NOW.

IMPORTANT ANNOUNCEMENT

Because of the impossibility of supplying millions of copies to pupils and since in a program of this character the teacher must assume a large share of the responsibility, this Bulletin has been prepared as a guide to the teacher, not as a text for the pupil's use. The teacher will, therefore, need only one copy. Much of the subject matter may be read to the pupils, while other portions of the text, especially the speech material, the outlines, and references, should be placed on the blackboard.

THE CHRISTMAS ROLL CALL OF THE AMERICAN RED CROSS

When? December 16-23, 1918.

Where? In every part of the United States and wherever Americans are to be found.

For what? Universal membership in the American Red Cross.

Why? "Large membership in the Red Cross means more 'over there' than money." —*H. P. Davison.*

Translated briefly this means that between the dates of December 16 and 23, the call will come to all adults and all children who are not members of the Junior Red Cross to record their approval of the fight which America is waging against the principle of might over right; to do this through renewing or taking out membership in the American Red Cross.

The American Red Cross is a body of 25,000,000 people who have already come forward to say that they are co-workers with the Government in making the world safe for democracy. The **Red Cross Christmas Roll Call** is the open gate to the other seventy-five million Americans who are ready to testify their loyalty to American ideals at this second War Christmas season.

Universal membership is the keynote of the Roll Call. What better national Christmas gift to our men in France than the message that *every* American has voluntarily pledged his desire to back them up?

It is easy to put off taking out membership, much as one believes in the Red Cross. Our task is to show the seventy-five million that the time and the opportunity is now while the need is great.

Morale depends somewhat upon intangible things. The morale of our army depends upon the feeling of each soldier that he is a delegate of the nation at home. That is where America differs from Germany; why her morale is weakening and ours is strengthening. The American people know this, but they must be reminded of their opportunity to demonstrate their unity.

It is in this "reminding" that the pupils are to play a part. Thousands of school auxiliaries are already organized. The **Red Cross Christmas Roll Call** is *not* to recruit more Junior memberships. It does bring the Junior Red Cross and all other school children another opportunity for service.

The leaders of the Roll Call have asked that during December in every school a Junior Red Cross Four Minute Men Contest be held. Through preliminary contests each school will select the best speakers it can produce on "Why You Should Answer the **Red Cross Christmas Roll Call.**" during the Roll Call week at a meeting of the whole school to which parents and friends are invited, the winning speeches will be delivered during a patriotic program.

The purpose of this is easy to perceive. The training and selection of the speakers will involve the whole school, particularly the English classes, in at least three weeks of work on the Red Cross at a time just previous to the Roll Call. There are ten million members of the Junior Red Cross. It means millions of homes into which the discussion of "Why You Should Answer the **Red Cross Christmas Roll Call**" will be brought; it means hundreds of thousands of parents who will attend the final contest.

And it means even more than this for the boys and girls themselves. Knowledge of the greatest volunteer organization in the world; familiarity with the actual demonstration of the ideals for which we are fighting; training in willingness to stand up and assert those ideals—these are intangible but valuable rewards.

From the academic point of view there are very concrete results to be attained: the motivation of class work through a desire to help and the timeliness of the subject; training in independent work and logical thought; appreciation of the value of criticism that is constructive and impersonal; practice in making such criticism without self consciousness; willingness to sink individual ambition in school or class pride.

Whether or not these results follow in the wake of such a contest depends as always upon the ability of the individual teacher to interest her pupils to the extent that they will do independent, thoughtful work. The Roll Call of Junior boys and girls who are willing to help precedes the **Red Cross Christmas Roll Call** and in this sense the roll call of teachers antedates them both.

It will take time, ingenuity, and work to adapt the suggested program to each grade, type of pupil, kind of school, and community to which this Bulletin is sent; but the proverbial "bread upon the waters" will surely return, possibly not delaying until "after many days".

STAGING THE CONTEST

Up to the day of the contest our chief interest has been in deriving the maximum educational value from the training given and in having the pupils carry the Red Cross spirit and accomplishments home by "trying out" their speeches before the adult members of the family. Now we come to the contest itself and the emphasis shifts from educational to inspirational values, if the distinction can be made.

There are three very definite aims to be realized in planning the program for the final contest.

1. To secure an audience of parents and families of the school children.
2. To make the meeting not only of interest because it is a competition but to make it so impressive and inspiring that the urgency of responding to the **Red Cross Christmas Roll Call** will come to every person present.
3. To provide adequate facilities for enrolling those who wish to take out their membership on the spot.

Securing an Audience

For securing the right sort of audience the children themselves are the best advertisers. Be sure that every child understands that he is to give the invitation. Check up on those who have already done so by asking how many children expect their parents to be present.

In the English classes, particularly in the upper grades, invitations may be written or printed, one for each pupil in the school to take home. The primary and kindergarten children may cut out and paste Red Crosses on the invitations.

Possibly lantern slides giving notices of the meeting can be secured for display in the moving picture theatres. Or the Four Minute Men who are making addresses throughout the week may be glad to call attention to the meetings. The Chairman of the Chapter School Committee should consult the manager of the **Red Cross Christmas Roll Call** and secure mutual co-operation in such matters.

A Live Assembly

The school assembly room, the town hall, or any good sized public auditorium is suitable for the meeting. Flags should be used for decoration. A Red Cross flag may be hung behind the platform. The flags of the allied nations can in many cases be borrowed. The Junior Auxiliary banner should also be in evidence.

Patriotic songs well led and accompanied by a band or orchestra if possible will do much to put the audience in the right spirit. A report of the boys in service from the families represented in the school or a letter from a school alumnus now in France strengthens local interest.

The following program may be suggestive:

1. The band or school orchestra plays a medley of National Airs while the audience assembles.

2. The meeting is called to order by the school principal or superintendent of schools who explains *very* briefly (four minutes) its purpose.

3. A pupil brings the American flag to the platform. The school rises and repeats the salute. At the conclusion the band strikes up the National Anthem which the school and audience sing.

4. The contestants are introduced and speak in turn. *They should be held strictly to the four minute limit.*

5. While the judges confer on the merits of the speeches the school sings "America, the Beautiful".

6. The decision is given. The school rises and repeats the Junior Red Cross pledge, followed by the singing of "Behind the Guns in France" by the whole school or by a chorus. (N. B. Junior Red Cross Song, "Our Country's Call to Service" p. 72.)

7. It is announced that solicitors for memberships will pass through the audience. Secure enrollment blanks from chapter Roll Call chairman. The chairman of the evening makes an appeal that everyone present who has not done so should answer "Aye" to the Roll Call. Records are made on a blackboard as rapidly as memberships are secured.

8. The meeting closes with the singing of "My Country 'Tis of Thee" with the addition of the new verse given to us by England.

"God save our splendid men,
Bring them safe home again,
God save our men.
Make them victorious,
Patient and chivalrous,
They are so dear to us,
God save our men."

Service must come, not from hate, but from love, or it will fail.

ONE WAY TO DO IT

Preparation for the contest will take three weeks, from December 2 to 20. The following outline shows one way in which the classroom work may be organized to carry out the principles already set forth. Like all other methods of procedure suggested in the Bulletin the outline is necessarily tentative. It serves only as a starting point for each teacher's plans.

First Week. Read the letter printed on the cover of the Bulletin and explain the meaning of the **Red Cross Christmas Roll Call.**

Discuss reasons why one should join the Red Cross at this time, drawing suggestions from the pupils as far as possible concerning its great accomplishments. To classify, divide these into general topics, as: work for our men; work for their families; work for refugees; constructive work for community health. From the material given in the Bulletin the teacher may call the attention of her pupils to other arguments.

Divide the class into several groups and assign one point to each group to be proved in a short written exercise following discussion. These may be read to the class the following day. Discussion and criticism follow, the teacher having asked the class to define the scope and purpose of such criticism.

Shift the topics, introducing new ones and new material, asking each group to choose one of its members for a trial four minute speech. Ask the rest of the class to take notes at the *end* of the speech and hand in written reports. Read the criticisms, withholding the name of the author. Discuss the points brought up, being careful to summarize the discussion centering around each topic.

Ask the pupils to write out outlines for these speeches making only one point in each. Put these outlines on the board unsigned and criticise them in detail.

Second Week. Try another set of oral speeches, using different pupils from each group this time. Follow the speeches with oral criticism.

Talk over in class combinations of points that will make a logically developed speech. During the discussion put typical outlines on the board. The pupils should submit written outlines to be read by the teacher in class or to be put on the board for criticism.

Invite a Four Minute man to talk to a meeting of the whole school.

Have trial contests in the various classes. Take a class vote as to who are the three or four best speakers.

Third Week. Divide the rest of the class into three or four committees, each to help one of the speakers chosen at the end of the second week. The committees may gather material, offer criticism, and suggest outlines.

Hold a preliminary contest on Wednesday, December 18, 1918. The class decides who is the winner, if only one is selected, and resolves itself into a committee of the whole to aid and criticise.

The school contest takes place on Friday evening, December 20. This contest should be so conducted as to enlist the coöperation of the community.

SUGGESTIONS FOR THE CONTEST

A Flexible Program

It will be readily seen that any plan for a contest offered here must be general. That which is suited to a community with many schools is not applicable to a town of two or three schools; that which meets the needs of a high school is not appropriate for the grades. The following rough outline may be amplified and adapted to meet the school requirements in each locality.

General Outline

This much of the plan will hold universally. The month of December should be spent in preparation for a contest of four minute speeches by school pupils on the subject "Why You Should Answer the **Christmas Red Cross Roll Call**," the final speakers to be chosen by a series of preliminary contests. The winning speakers may be selected at a general meeting to which parents and friends are invited. The honor certificates, sent with this Bulletin, are to be given to the winners in the various classes or grades by the school authorities or by a committee appointed for the purpose. Usually the contest is so arranged that one certificate is awarded the best speaker in the third and fourth grade, one in the fifth and sixth, one in the seventh and eighth, one in the ninth and tenth, and so on. Obviously these details must be arranged by the principal or superintendent of schools in such a way as to stimulate the greatest interest in his community. The report card which also accompanies the Bulletin is to be filled in promptly with the winner's name and other information asked for, and mailed to Washington.

The Final Contest

The final contest should be held some time during the Roll Call week, December 16-23, preferably on Friday evening, December 20.

Unit of Competition

If the contest is held in a large town, or in a distinctly rural community, it may be well to consider each school as the contest unit and make classrooms or grades the bases of competition. On the other hand, if there are only two or three schools in the town the competition may be between schools. In both cases it will be necessary to conduct preliminary contests in each class to pick the speaker from each classroom. These preliminary contests will be followed by the final contest.

Awarding Prizes

The winning speakers in the final contest should in all cases be chosen by a committee of judges. The school principal; the superintendent of schools; some public official, such as the mayor or a member of the board of education; a well-known business man; a lawyer—any of these are appropriate judges. There should be no prize but the Honor Certificate.

Program of the Contest

More complete directions for the program of the final contest will be found on page 13. Suffice it here to emphasize the

fact that since the Four Minute Men Contest is one cog in the machinery of the whole **Red Cross Christmas Roll Call** program, the event should be advertised as widely as possible among the families of the children. The four minute speeches are the main feature, but the speakers will be more at ease and the audience more enthusiastic if the speeches are interspersed with songs, dialogues, flag drills.

CHECKING THE RESULTS

During the week preceding Christmas, the attention of the whole Nation will be focused on the **Christmas Red Cross Roll Call** of the American Red Cross.

One of the most important functions of such a program as this Junior Four Minute Men Contest is to bring the interest of the schools into line with the interests of the country at large. The people want to know how the Roll Call is proceeding. Is the response universal? How is our Chapter showing up? Is our state doing as well as it should?

These questions will be in the minds of the children as well. We want them to be, in order that the contest should seem a vital matter. To stimulate and to answer these questions, it is suggested that a full record be kept of the influence of the contest in each school on the membership of the children's families and that a chart be made of the progress of the campaign in the school, the Chapter, the State, and the Nation.

Collecting Statistics

The statistics for the Chapter, State and the Nation will have to be gathered each day from the newspapers. The school statistics should be obtained through a system of reports from individual children which will be worked over into classroom reports —these in turn to be compiled into one school report.

Central Student Committee

It is suggested that the gathering of statistics in the school be left to a committee of 3 or 4 pupils appointed by the Principal. These should be pupils who can compute percents. The teachers will appoint sub-committees in the various classrooms. If desired the teacher may take the place of such a committee. It will be the responsibility of the sub-committees to make daily reports to the Central Committeee on returns from each room, and of the Central Committee to keep the record of the results in the school, the Chapter, the State, and the Nation on such a chart as will be printed with further explanations at the end of these directions.

The School Record

From the pupils' point of view, the object of keeping such a record is to attain 100 per cent Red Cross membership among the families represented by the children. They can then say: "Every pupil in this school is a member of the Junior Red Cross through the School Auxiliary, and every adult and child not attending school in each pupil's family is also a member of the Red Cross."

Make it clear to the pupils that they are not to take out memberships for any adults in their families. They are simply to go home and find out the answers to the questions on the slips which they will make out. (See sample below.) They will try to persuade their parents and older brothers and sisters to join during the week at one of the many enrolling booths that will be provided in the locality.

Interest All Community Members

The teacher should make it plain that the **Red Cross Christmas Roll Call** is one of the most important drives of the year. Every member of the community should be definitely interested in the drive, and the active support of all should be enlisted. If every community gives unanimous cooperation to the American Red Cross, what a Christmas of real service this will be!

Explain Record Cards

Printed herein you will find three forms for recording statistics. Form 1 is for individual children and will be filled in through the week and turned over to the sub-commitee each day for recording. A sample may be put on the board so that each child may make a copy. If the school has a typewriting class or a printing press the forms may be made in these classes. Older pupils should make the forms for the younger ones to take home.

Form 2 is a record for sub-committees. Only one will be required for the room. It will be filled out from the statistics on the individual reports and given to the central committee for the school.

From these class records a school report, Form 3, is made out which will show the

FORM 2

ROOM OR CLASS UNIT REPORT ON RED CROSS CHRISTMAS ROLL CALL

(To be filled out from the individual reports by the class committee and given to the school committee)

School .....

Room .....

A. Number of pupils in room?.....

1. Number of adults and children not attending school represented by these pupils? .....

2. Number of adults and children not attending school who were 1918 members? .....

3. Number of adults and children not attending school who were NOT 1918 members? .....

4. Number of adults and children not attending school who have NOW taken out 1919 membership?.....

5. Percentage of membership for 1918?.....

6. Percentage of membership for 1919?.....

7. Increase in percentage of membership for 1919?.....

FORM 1

(To be filled out by each pupil and given to the room committee)

School .....

Room .....

Pupil .....

1. How many adults and children not attending school are there living in your home? .....

2. How many of them have been Red Cross members through 1918?.....

3. How many have not been Red Cross members in 1918?.....

4. How many have now taken out membership for 1919?.....

results of the Roll Call among all the families represented in the school, and the relative achievements among classes. The computing of these results is the work of the central committee.

Roll Call Record Chart

The accompanying chart (Form 4) may be used for showing the increase in Red Cross membership in the school, the Chapter, the State, and the Nation. It may be copied and filled out by each child or placed on the board to be filled in at the opening exercises each morning of the campaign week. From the figures on this chart, graphs, or diagrams 1 and 2, described in "The Teachers' Manual," A. R. C. 606 p. 164-168, can be constructed.

Securing Quotas

The figures for the four records should be obtained by the teacher before the record or the diagrams are presented to pupils.

The figures for the number of adults and children not attending school represented by pupils in the school should be obtained in advance by the central student committee suggested above.

The figures for the Chapter quota may be secured from the Chairman of the Chapter or local Roll Call Committee, or they may be roughly estimated by subtracting from the population of the town the number of school children plus the number of men in service, allowing 20 per cent for absentees, those in charitable or penal institutions, and those in destitute circumstances.

The figures for the state quota may be computed in the same way if they are not given in the papers. Ask the public library to give you the population of the state; find the school population from the last report of the State Department of Education; the local draft board can give you approximate figures on the number of men in the state who are in service. Add the last two and subtract from the first, making an additional 20 per cent allowance as above, and you will have the approximate state quota for the Roll Call.

FORM 4

	School		Chapter		State		Nation	
Quota of Members	200		30,000		600,000		40,000,000	
	Members Reported to Date	Percent of Quota	Members Reported to Date	Percent of Quota	Members Reported to Date	Percent of Quota	Members Reported to Date	Percent of Quota
Monday, Dec. 16	40	20%	1,500	5%	80,000	13%	4,000,000	10%
Tuesday, Dec. 17	65	33%	4,000	13%	125,000	21%	8,000,000	20%
Wednesday, Dec. 18	80	40%	7,000	23%	180,000	30%	11,000,000	28%
Thursday, Dec. 19	100	50%	11,000	37%	250,000	42%	16,000,000	40%
Friday, Dec. 20	120	60%	15,000	50%	375,000	63%	25,000,000	63%
Monday, Dec. 23	180	90%	20,000	67%	450,000	75%	30,000,000	75%
Tuesday, Dec. 24	200	100%	27,000	90%	600,000	100%	40,000,000	100%

Fictitious figures are given in the squares to explain the use of the form.

FORM 3

SCHOOL REPORT ON RED CROSS CHRISTMAS ROLL CALL

(*To be filled out from the class reports and given to the Chairman of the Chapter School Committee*)

School .....

A. Number of pupils in school?.....

1. Number of adults and children not attending school represented by these pupils? .....

2. Number of adults and children not attending school who were 1918 members? .....

3. Number of adults and children not attending school who were NOT 1918 members? .....

4. Number of adults and children not attending school who have NOW taken out 1919 membership?.....

5. Percentage of membership for 1918?.....

6. Percentage of membership for 1919?.....

7. Increase in percentage of membership for 1919?.....

8. Number of rooms or classes?.....

9. Number of rooms or classes in school which show 100 per cent membership of families represented?.....

School Thermometer

To stimulate further interest in the progress of the children's campaign in their homes, a cardboard or wooden thermometer several feet high may be placed in a conspicuous place near the entrance to the school, with the degrees graded from 0 to whatever number is totaled by the adults and children not attending school in the families of the pupils in the school. It may also be graded in per cents. The progress of the Roll Call may be marked from day to day as reports come in by pulling up a wooden or cardboard Red Cross hung over the column of figures by a weighted string.

The thermometer should be managed by the central student committee and may be made in advance in the manual training class.

Daily Reports

These records are made out on each of the following days: Monday, December 16; Tuesday, December 17; Wednesday, December 18; Thursday, December 19; Friday, December 20; Monday, December 23; and Tuesday, December 24. Each day's record should show an increase. It will be understood, of course, that the records made on December 24 are not absolutely accurate, especially for the State and Nation. The necessary corrections can be made later.

Summary of Steps in Gathering Statistics

1. On Friday, December 13, see that each pupil is supplied with an Individual Report blank (Form 1). Ask the pupils to return the forms on Monday properly filled out. These will be handed to the teacher or to the class committee.

IMPORTANT—Only the *oldest* child attending school from any one family should make the report for that family. This will avoid duplication of records and an exaggerated membership report.

2. On Monday, December 16, records should be made up for the entire school as

explained above. Class record blanks (Form 2) are tabulated during the forenoon session and sent to the school committee. This committee makes up the school report blanks (Form 3) during the noon intermission and notifies each class at the opening of the afternoon session.

3. Changes in records are reported on Tuesday, December 17, and on each succeeding day.

TEACHING SPEECH MAKING

This work can be made of great educational value to pupils as well as helpful to the Roll Call if the teacher keeps certain points in mind throughout the month. Speech-making is worthless if it is parrot-like and artificial. It will be unless pupils are shown how to follow a logical development of thought which will prove a definite point. The point has been clearly stated and is "Why You Should Answer the **Red Cross Christmas Roll Call.**"

Type of Speech

Two methods of reaching the conclusion in a short space of time are possible. The speaker can take one point and develop it thoroughly, taking sufficient time for description which will render the picture dramatic; or he can touch briefly on a number of points all of which lead to the same conclusion. The first type is recommended because four minutes is not too long a period in which to drive home one point convincingly especially if the speaker is young and new to his task.

An Example:

1. The Red Cross cares for our soldiers and sailors.
   a. In camp
   b. En route across the country
   c. In the trenches
   d. In the hospitals
   e. In German prisons
   f. During the period of convalescence and rehabilitation.

Therefore "You Should Answer the **Red Cross Christmas Roll Call**" and help care for them.

Inclusive Program

To derive the maximum educational value from the program of Four Minute speeches the teacher should not narrow down the competition in a given class to two or three pupils until a few days before the final contest. Her aim is to teach to the entire class principles of independent research, logical thinking, constructive criticism, and an impersonal attitude toward work. This aim cannot be realized if two or three persons are singled out early in the month as the probable contestants.

Team Work

The class should be made to feel that a classroom or a school problem faces it. It isn't Johnny Smith against Will Jones. It is the speaker who represents our class against the speaker from the class above. Or it is "Washington School against Lincoln School represented respectively by Johnny Smith and Will Jones". "For the honor of the school" is the motto which best expresses the spirit of team play that will make every pupil feel responsibility in the result.

Class Participation

If the teacher succeeds in arousing this sense of responsibility in every pupil she will have no difficulty in drawing constructive criticism from the class. The class can be made to see that good speaking is largely the result of work, training, criticism; and that confidence is more apt to come as a result of thorough knowledge of a subject than as a heaven-sent gift. It is the responsibility of the class to help in the training. In other words, for the first two weeks every member of the class is a potential contestant, and all through the three weeks every member is a constructive critic.

Preliminary Judging

In voting on the merits of speeches and delivery the children should be allowed to make their own decisions, but the teacher can so lead the preceding discussion as to bring out the essentials of a well constructed speech and of its delivery. Shown what to look for and impressed with the necessity of picking the best, the pupils may be trusted to choose impartially, especially if some method of "sealed voting" is employed.

Inducing Free Criticism

If the class is new to speaking there will inevitably be some embarrassment in standing to address classmates, some reticence in criticism, a tendency to make criticism personal and trivial, and many injured feelings. This result can be overcome to a degree by leading up gradually to frank open criticism and free discussion.

This may be done by preceding the speaking with written exercises which the class discusses and criticizes, and by keeping criticism of the spoken address strictly to subject matter rather than to delivery at first. This does not mean that the teacher should not herself mention certain features of good delivery. Plenty of written criticism which is later read in class and thoroughly discussed will serve the double purpose of making the pupils analyze their impressions and of nullifying the personal element.

Organization of Material

The material given in this Bulletin is not, obviously, in speech form. It is merely the raw substance which must be sifted and molded into homogeneous form. Sample outlines of four minute speeches are given, as well as a sample complete four minute speech. A presentation of the raw material, with discussion of the same outlines, should suggest to the pupil the mental process of assimilation and organization of material necessary in constructing a similar outline. The actual selection of points and the development of them should be left as far as possible to pupils. The tactful teacher can guide this process by limited suggestions and by drawing pertinent criticism from the class.

Some of the material included in the Bulletin will be written simply, so that the youngest child can comprehend it when it is read to him. Other parts, such as "The Red Cross—a Definition," are adapted to the High School age and will only be useful to grades if a considerable amount of time is spent in discussing their meaning and significance. Nothing will put the youthful speaker more at ease than a thorough comprehension of what he is saying, and a desire to "get it across" to his audience.

Use Apt Quotations

In this connection it is well to remember that while a pertinent quotation at the right point lends emphasis to a speech, the natural tendency of the beginning speaker is to pad his speech with the words of others, regardless of their appropriateness to the particular point under discussion. The general subject of use of quotations should be brought up by the teacher, and the class encouraged to figure out for themselves what makes a quotation valuable. The name, reputation, office, experience, or popularity of a man all contribute to the weight of his quoted words. The pupils must learn to recognize that brevity, conciseness, and, above all, direct bearing on the point in question, are essential if the quotation is to add, not detract, from the conclusiveness of the argument.

Suggestions on Delivery

Only the most general suggestions on delivery can be given here. Since one object of the contest is to teach confidence and independence, reading or learning speeches is to be discouraged. The wise teacher will not forbid it, but will explain to her class how ineffective a "read" speech is likely to be, and how unnecessary it is to memorize more than the main points in their order. The proper method is not merely to think in advance and then to deliver a speech, but to think both in advance and while talking to the audience. Give the children a realization of what is going on in the mind of the audience. The speaker is familiar with his subject; the audience is probably not familiar with it or at least has not been concentrating upon it. The audience must be led along logical paths from point to point, if the argument is to be understood.

The less said about posture, voice, and hands, the better, until the class is used to talking. One very good way to put a speaker at ease during his training is to ask him a question or two when he is on his feet in front of the class, before he starts, or to interrupt him with a question about subject matter in the course of his speech. In other words, make the whole proceeding as informal and natural as possible at the start.

If the speaker is interested in making a point, his bearing will show it and he will take care to make himself heard.

Stress, then, the value of the message the pupils have to bring to the adult population of the country. Give the class a glimpse of thousands of other schools doing the same thing at the same time; picture what it will mean to the **Red Cross Christmas Roll Call**; and picture the effect across the water of the news of universal membership in Red Cross.

Send Copies of Winning Speeches to Chairman of Local Chapter School Committee

Following the final contest the pupil who wins should make a copy of his speech, giving his name, age, grade, school and home address, and send it to the Chairman of the local Chapter School Committee. Some of the best speeches will finally be sent to Washington where they will be printed in official publications.

SAMPLE OUTLINES FOR SPEECHES

(Every point made here should be driven home by the use of material chosen from other columns.)

Outline No. I. Behind our Men.

a. Only a small part of America is fighting overseas.

b. That small part needs to know the rest are behind them.

c. Actions speak louder than words; how can we show them?

d. By Universal Red Cross Membership! Quote Davison.

Outline No. II.

a. Your boy is away from home and it is Christmas.

b. What stands for home to him "over there"?

c. The American Red Cross started to care for him the day he enlisted and will care for him until his return.

d. Join the Red Cross and show him that you *want* to share in taking care of him.

Outline No. III.

a. We are fighting a war of *ideals*—quote President Wilson.

b. We must convince Germany that her *ideals* are wrong.

c. Guns are only a partial answer, As a nation we must prove our belief in democracy and freedom.

d. Red Cross is democratic and voluntary, and lives for an ideal—service.

e. Universal membership in the Red Cross is America's answer!

Outline No. IV.

a. America is fighting to abolish war.

b. We will have more wars unless people value humanity above force.

c. The Red Cross started as a pact among nations to recognize that humanity counts even in war.

d. Through universal membership in the American Red Cross, let us show America's attitude toward more wars!

Outline No. V.

a. After the war America wants friendly relations with all nations.

b. Red Cross is the first compact among all civilized nations.

c. The American Red Cross is received as a friend in all countries, even in Germany, and it is our *only* basis for world friendship at present.

d. Let Universal Red Cross Membership show that every American wants world friendship.

Outline No. VI.

a. What the world will be after the war: disabled men, weakened young people, homeless children, and disease everywhere.

b. The American Red Cross is spending millions to build up the health of the civilian population here and abroad. Illustrate.

c. The American Red Cross is making it easier for soldiers and sailors to return to civil life.

d. Universal Membership in the organization that is building for the fuure, is every American's right!

RED CROSS FACTS AND FIGURES AT RANDOM

The following list of facts and figures comparing Red Cross work in this country and abroad are chosen at random from a large number of more complete reports, and are intended only to give some idea of the volume and breadth of Red Cross activities. Many of them are only approximate estimates and are in no sense to be taken as an adequate record of the entire scope of Red Cross work.

OVER HERE

Chapter Production

From January to August, 1918, the American Red Cross supplied to men in camps:

2,778,564 sweaters.
1,099,832 pair wristlets.
440,857 mufflers.
586,051 helmets.
4,033,330 pair of socks.
791,426 comfort kits.

Camp Service

In addition the Red Cross has been able to help the War Department in emergency calls with large supplies of heavy woolen underwear, pajamas, and drugs. It has supplied 100,000 blankets during the influenza epidemic as well as thousands of face masks.

It has built 65 Red Cross Convalescent Houses and 55 Nurses' Recreation Houses at the camps.

It has supplied 10,000 convalescent robes for use outdoors in the Tuberculosis camps.

It is about to supply a large number of sleeveless vests made of canton flannel, paper, and wool as a substitute for sweaters which are limited on account of a shortage of woolen yarn.

As an example of its quick service to the War Department in case of emergency the following is typical:

At 1 o'clock one morning, Camp Devens wired Red Cross Headquarters in Boston that 300,000 pajamas were needed immediately for emergency use. The wire was transferred to Washington. Since the Pennsylvania Division had a supply on hand, the call was transferred to Philadelphia. Extra cars were put on the Federal Express leaving that night and the entire supply shipped to Boston. The train was met by the Red Cross Field Director with trucks. In exactly 24 hours after the call, 300,000 pajamas arrived at Camp Devens.

Convalescent Houses are provided with thousands of games, puzzles, and playing cards. Each house is equipped with a Graphoscope or portable moving picture machine, at a cost of $250 each. These are so arranged that they may be brought to the men in bed and pictures shown on the opposite wall.

The Pacific Division supplies many men who are in service aboard United States Destroyers. The decks on these ships are awash most of the time. The need for extra clothing is met by 5,000 extra weight helmets, sweaters with roll collars, and knee length socks.

The Red Cross is supplying men in service in lumber camps and engineering camps with heavy canvas gloves lined with canton flannel.

The money loaned men in camps, who need to visit their families in illness or for other causes, and who cannot afford the extra expense, amounts to hundreds of thousands of dollars.

Canteen Service

There are approximately 70,000 women in canteen work in this country. These serve our soldiers at 681 canteens at any hour of the day or night. During August, approximate reports show that 5,000,000 men were served (this does not mean 5,000,000 different men).

Six thousand sick men were aided, or removed from trains and taken to hospitals.

Three million postal cards were distributed.

Giving of shower baths to men in transit across the country is a comparatively new feature under canteen service.

About 500,000 shower baths were given last summer.

One southern town estimates that it can furnish showers to 1,000 men an hour.

Home Service

Home Service is giving information, personal service, employment, or money to approximately 150,000 families of men in service each month. This will increase with the action of the new draft law.

Two and one-half million dollars was spent directly on families of soldiers and sailors between February and August, 1918, $500,000 in the month of August alone, showing a decided increase.

Nursing Service

Eight thousand fifteen nurses were enrolled when war broke out April 6, 1917.

Twenty-eight thousand nurses were enrolled September 26, 1918. Of these half are assigned to service in Europe and half here.

By January 1, 25,000 in all will be wanted for the Army, and the Federal Public Health Service and the Red Cross will need 2000.

In addition to this, 25,000 more nurses will be wanted by July 1, 1919.

The assignment of those now on active duty is:

Army Nursing corps, 14,368
Navy Nursing corps, 903
Federal Public Health Service, 248
American Red Cross direct, 548
Awaiting orders for the army, 2178
Awaiting orders for the navy, 276

OVER THERE

Foreign Relief

The Foreign Relief of the American Red Cross aims to answer every emergency call made upon it by the Government of any of the countries in which it has commissions, the American Expeditionary Force, and the civilian population in these countries. Its work is of such infinite variety that it is almost impossible to describe in terms of the supplies ordered. The following items are taken at random from recent order sheets to give some idea of the flexibility of this Department to demands made upon it:

32,000 children in the schools of Paris were receiving regular lunches from the American Red Cross at the beginning of the summer of 1918.

82 nurseries and 19 health centers are being maintained in Italy.
The Red Cross is shipping 500 tons of jam a month to France.
700 portable houses for various uses were sent to France.
25,000,000 pounds of food in 30 days to Greece and Serbia.
10,000 pounds of ether to France.
50,000 gallons of gasoline to Italy for motor equipment.
15,000,000 cigarettes, 50,000 stacks of cards, 20,000,000 boxes of safety matches, and 1,000,000 bars of chocolate to England.
15,000 automobiles since August 1, to France.
90,000 saws for use in the lumber camps in Italy.
1,500,000 packages of chewing gum a month to France.
100,000 corn cob pipes to France.
1,200,000 blankets for emergency use in France.
3000 tons of condensed milk to the children of prisoners in Archangel, Siberia.
4600 tons of food and drugs to Archangel, Siberia.
2000 pounds of powdered milk to the children of France.
1200 hospital beds for use in 8 hospitals in Siberia.

Foreign Personnel

The American Red Cross has sent 2375 women workers and 2921 men workers to France for specialized Red Cross work. The number of sailings for the first three weeks in October is 621.

Prisoners' Relief

The Red Cross has established three warehouses for Prisoners' Relief, two in Switzerland at Berne and Renens, and one at Copenhagen, Denmark.

These warehouses are stocked with food and clothing for 15,000 American prisoners for six months.

$475,000 has been appropriated for further relief between October 1 and December 1, 1918.

The first list of American prisoners, 74 in number, was received May 25 from the International Red Cross at Geneva. These were seamen and cattlemen. The number varied from that time from 80 or 90 until the beginning of the present year. It now runs into the thousands, although exact figures may not be printed.

Three square meals a day are furnished, as well as clothing, to officers and men. Each prisoner receives a 20-pound parcel each week including corn beef, bread, biscuits, pork, and beans.

Some parcels contain sugar, cocoa, and coffee. Others contain oleomargarine, fat backs, rice, jam, dried fruits, and salt.

Each contains a post card on which the prisoner acknowledges the receipt of the package. At least 86 per cent of the parcels are received by the prisoners for whom they are intended.

Five hundred letters a week are written by the Red Cross concerning the whereabouts and conditions of prisoners.

Approximately $100,000 weekly is transmitted by the American Red Cross to prisoners from their families.

Every American prisoner will be given a box of cigars for Christmas.

WORK FOR REFUGEE CHILDREN AND SOLDIERS

Two Appeals

The two phases of Red Cross work that will most appeal to pupils are the work for soldiers and the work for refugee children. It will be advisable to emphasize those two subjects strongly therefore in talking to children about Red Cross work in general.

Audience of Parents

Keep in mind, too, that the children's audience at the final contest will consist largely of parents; parents of boys at the front, and parents of the little children who are talking. An appeal for "the boys over there" or for "the little boys and girls of France who are just our age" will go the farthest with this particular audience.

Give the child a hint as to the make-up of his audience and as to the emotional appeal that will best stir them to action.

Soldiers and Children

The soldiers and the French children are easy to associate in the telling of a story because of the emotional appeal that each makes. The following incidents, taken from Mrs. Lucas' book, "The Children of France and the Red Cross," will show how our own army feels toward the little children of France.

"Kids First"

"Last week at the Beauvais Canteen, just back of that awful retreat, a wounded American soldier came in with head bandaged, blood and mud staining his cheeks. It was natural that the Red Cross worker should turn eagerly to him to find out what he wanted. But in front of that rough counter stood a row of little refugee children waiting for milk. The American lad waved the worker aside, with: 'I can wait. Kids first, please.'"

And France has heard that note and will never forget that the American soldiers and the American Red Cross came to her help with those rough boyish words, "Kids, first, please."

"Paris,
"April 6, 1918.

"A wonderful new work has been developing in the Children's Bureau this week. Long before Christmas you remember our soldier boys began doing many things for the children they came into touch with in the villages. In every little French town where our boys are quartered, the village children had a Christmas party with the American soldiers. Constantly we have received money from our soldiers 'for the kids'. The 'Stars and Stripes' (the newspaper for the United States troops) decided that it might be a good plan to organize that feeling and give the boys a wider field in which to express their friendliness for the little children they see. The newspaper asked us if we would take the trouble and the responsibility of providing French children for our American companies to 'father' and 'brother'. You can imagine our delight. We said that the American Red Cross could supply any kind of French children, with hair of any color, or eyes of any color, for our boys to be interested in. The plan suggested by the paper on Palm Sunday was that five hundred francs, or one hundred dollars, be the sum given by the men for a year's contribution to the care, education, or useful training of any kind, for a French child; the application of the money to be left to the discretion of the Children's Bureau of the American Red Cross.

"The response from our men was immediate. In ten days twenty children have been 'adopted' by our soldiers. They have sent their money, and the 'dimensions' they wanted, and we have supplied the child; that is, we apply the money and we furnish the company with the photograph of their child, his history, and how they can keep in touch with him.

'Several days ago we had a letter from Company G, —— Regiment of U. S. They wrote as follows:

'Company G met Easter morning. We want to adopt a little boy of six with blue eyes, the son of a man who fell at Verdun.'

"They are not difficult to find—little sons of men who fell at Verdun! We found Henri, a darling laddie with blue eyes. We had him photographed at once and his picture and his history sent to the company. Miss P——, in writing of Henri, said that he had two brothers and two sisters. Today we received the answer:

'Company G takes the whole bunch.'

"I love it. I think one of the most beautiful things in France today is the feeling our men have for the devastated lives of the little children. I don't suppose many of the men could say anything about it but this is what they are doing, in their simple, direct way. Some of the letters are so funny. One company wrote: 'You pick out the kid, but please have it old enough to eat anything the fellows want to send it.' I suppose they feared a 'bottle' baby.

"But it is all so big and fine, and coming at this time when we are all breathless with anxiety, it is like 'the wind on the heath'."

EXTRACTS FROM A RED CROSS WORKER'S LETTER

"The Children of France and the Red Cross"

Somewhere in France,
February, 1918.

"No Hesitations, No 'Ifs'"

This afternoon we spent at the Hospital St. C——. The French surgeon at the head, Docteur Pillon, has such a fine face, with a look of strength and sweetness about his eyes. He was gracious and kindly and so eager to show what was needed for his men. There are three hundred men in that hospital, with only fourteen nurses, so you can imagine the burden. Fifty thousand men have been in his operating room and he is in need of instruments. A wounded aviator was brought in while we were there, both legs fractured, and smashed jaws. When I come to such moments I have such a strange feeling of exaltation sweep over me, and it is caused by the thought of those twenty-two million members of the American Red Cross at home. I wonder if you will ever realize what that has done over here, that backing. When we meet a need here, the American Red Cross says "yes" instantly. No "hesitations," no "ifs." Twenty-two million Americans say "yes" to

your need of instruments, Docteur; "yes," to your wounded man from out the blue; "yes," to the women and children from bombed villages. Never again will I scorn the drudgery of membership committees. Twenty-two million people behind the needs of our boys here for hospital care and comforts! Is it any wonder they walk these little streets of France with a confidence that is contagious, that has quickened these little towns with fresh courage and hope?"

"The Miracle of 1917"

I was talking with a French social worker the other day, of the war and of the different terrible crises they have passed through and of the plight of the civilian populations, and she said: "For us there has always been the *miracle*. Since the Marne we know that, however black the clouds, the *miracle* will happen. That's what we call the American Red Cross, you know, our 'miracle of 1917.' We saw no way through this winter until you came."

THE RED CROSS AS THE "GREATEST MOTHER"

(Sample Four Minute Speech, Built on Outline No. 2)

There is scarcely a home in America today that has not some claim to a service flag. That means that there is scarcely a home in America today that is not anxiously looking for some news of a husband, father, or brother.

Is he well? Is he happy? Is he worried about us at home? Does he hear from us? Is he warmly dressed this winter? Is there any Christmas cheer for him today?

Taking the place of home for millions of men is a big task. The "Greatest Mother in the World," the American Red Cross, has undertaken that task, and it is one for which she is well equipped.

How does your boy first hear of the American Red Cross, and how does he come to love and respect it as he continues in service?

He starts for camp. In a railway station on the way a kind faced, motherly woman with a Red Cross on her cap gives him a cup of hot coffee and an apple, or offers to send a message to his mother for him.

In camp he meets the Red Cross Field Director. He is given a Red Cross sweater and socks.

He worries over an illness back home, or because sister is out of work. Is the new baby well? He talks to the Field Director who is a "good sort of a chap" and is really interested.

Two days later this Red Cross man sends for him and says, "I thought I'd find out about things back home for you. Your mother is stronger; we're on the look out for a job for your sister, and in the meantime the Red Cross Home Service will take care of them." No more worries about the home folks.

Then the call for overseas service comes. At the dock there is the ever present "Greatest Mother". A friendly greeting, a cup of coffee, and a "good luck" from someone who cares.

In the trenches next. Right up to the firing line among the falling shell comes the Red Cross rolling canteen.

On leave the Red Cross rest station is a refuge; a bath, clean clothes, food, movies, books, and a bed put "him" in shape quickly. And always comes the thought, "Somebody must care a lot to do this."

One day a bullet finds its mark. That means "Blighty," and the long rest is earned. Red Cross recreation houses, sunny, cheerful rooms, where books, flowers, and victrolas abound, follow the hospital ward.

Or if his luck has been different and he is in a German prison camp—there indeed it would fare ill with your boy were it not for the American Red Cross. The "Greatest Mother in the World" is the only one to whom German military authorities allow the privilege of supplying food and clothing. Alone in a prison camp, the message of love comes with more force than ever, "America is on the job all right, through the Red Cross. Somebody cares."

And then the home coming. The Red Cross Recreation House again, the watchful care of the Home Service worker; help in finding a civilian "job", financial aid over the hard places. "Somebody cares" even after he has discarded khaki in favor of "mufti".

Who is this "somebody" who "cares"? The American Red Cross, the Greatest Mother in the World. Yes, but who is the American Red Cross?

Turn the question and answer around. It is *all* those who want to be with our boys over there; *all* those who want them to win and then come back finer men than when they went over.

The **Red Cross Christmas Roll Call** is the Roll Call of the American mothers, fathers, sisters, brothers, and wives who are caring for their men, not because it is their duty, but because they *want* to.

THE RED CROSS AS A WORLD-FRIEND

(Sample Speech Built on Outline 5)

Why did your brother and my father go into this war? To make the world a better, happier place to live in. To show Germany and her Allies that killing civilians and attacking small countries is not the way to make friends and live happily.

America wants to be friendly with *all* countries, even with Germany, after Germany has thoroughly learned what friendship means.

There is a great deal of hatred in the world today. We can't establish friendship among all nations with a sword. We must look about us and see what basis for world friendships already exists.

Friendships live among people and nations who think the same way about certain things. Back in 1864, fourteen nations decided that they thought the same way about protecting those who care for the sick and dying in war. A compact, later signed by all civilized nations, was made among them to work together in caring for the sick and wounded, and to give protection always to the Red Cross emblem, the symbol of such service.

When Henri Dunant, the founder of the Red Cross, described his vision of the Red Cross to the nations he dreamed that some day it would become a great bond of national friendship.

Today the American Red Cross has chapters in 22 foreign countries. That means 22 centers of relief in cases of foreign emergency calls. In the Halifax fire, the Tien Tsin floods, the Guatemala earthquake, we proved our friendship by giving service, money, food, and clothing to help the sufferers.

We are proving it through the nine Foreign Commissions of the Red Cross that are caring for the war refugees and soldiers of the Allies in nine countries across the water.

Even Germany forgets her desire to stand alone in her glory, far enough to let the American Red Cross care for our Americans who are imprisoned there.

Russia, who does not know which are friends and which are foes, accepts help from the American Red Cross.

Even across the snows and barren plains of Siberia the American Red Cross carries the message of friendship from America to those who need it.

The friendship is not all on our side. Every civilized country today has a Red Cross. Were we invaded as were France and Belgium, *they* would send commissions to help *us*. Were we swept by plague or by fire, help would pour in from the Red Cross of each foreign country.

It was less than six months ago that a commission of the Japanese Red Cross came to visit us.

And why do we help each other in this way? Because we believe in the ideal of the Red Cross Service for Humanity.

After this war we hope all nations will have other ideas in common. Some of those ideas we are trying now to teach Germany.

At present the American Red Cross is our *one* claim to universal world friendship. How can we best show the world that world friendship among nations is our ideal? How can we prove, each one of us here today, that we are willing to be world patriots?

By showing the world that America has Universal Red Cross membership; that every man and woman in America is behind the one organization that is *living* the life of the world friendship today?

THE RED CROSS—A DEFINITION

Your Red Cross is America's counter-offensive, directed against the spirit of Kultur. If for no other reason, your Red Cross will be justified, as a witness to the world, that we reject the tyranny of Teutonism.

Against German *official* cruelty we match American *unofficial* kindness.

Against the German *suppression* of individual feeling we open a way to individual *expression* on a national scale.

Against the theory that the State can commit any crimes that it likes, we set up a society which enjoys no subsidy but the American conscience.

The Red Cross on the worker's uniform is our people's propaganda the world around, telling the nations that American Democracy does more than even its laws and its government demand to maintain morale in the world conflict.

To our enemies, who charge that we were lured into the war, we respond with the record of this mighty *volunteer* army standing back of our boys and our Allies by the will of a *free* people.

If there were no volunteer Red Cross today, its existence would be justified tomorrow by this demonstration alone.

This definition should be discussed thoroughly with pupils as seven answers to the question, "Why is the Red Cross not taken over by the Government, since its work is essential to the conduct of war?" If this definition is used for grade pupils, the significance of the following terms should be made clear: "Counter-offensive," "spirit of Kultur," "Teutonism," "subsidy," "propaganda," "morale." To make sure that the meaning of such phrases is understood the class may be divided into groups and each group assigned one of the paragraphs for a ten minute theme. Reading and discussion of the themes should follow.

ANECDOTAL SPEECHES

Often a good story or an anecdote may be used advantageously to illustrate the point of a short appeal. Do not let your pupils make the mistake of telling a story at the opening of a speech merely to "get" the audience. In a short speech of this kind the anecdote must be illustrative of the main part of the speech if it is to be effective.

Tell the story, point out its similarity to the point you are making, and then make the appeal. The following speech is an example of the way in which this may be done.

What Message to the Front Line Trenches?

In one munitions factory in England where 25,000 shells a day are turned out, an American Red Cross worker spoke to a fine looking French woman of about forty, whose face was streaked with oil.

"I worked outside the first two years, but since my two boys went I came in here. I feel nearer them here," she said.

The Red Cross worker adds: "A new point of contact for shells! Yes, I think that is the reason for this spirit. Those shells are their message to the front line trenches, the answers of the women of France to the enemy of their country; the message of faith and confidence to their own fighting men. I have heard so much of 'shell shock,' I can't tell you what a feeling this new sense of 'shell comfort' gives me."

America is sending shells as answers, too. But there is a better answer than this, the answer to Germany and to our men of the American Red Cross.

Surely *you*, as a Mother of an American soldier, "feel near" your son when working through the Red Cross for his comfort.

Surely *you*, as an American who is not of active service age, feel that the Red Cross takes your answer to the militarists of Germany, an answer of idealism that is "on the Wilson plane."

Can either of you afford not to be a member of the Red Cross and help send the two answers from all America?

OPINIONS WHICH WE RESPECT

General Pershing says:

"In giving prompt and efficient relief, the Red Cross has won the eternal gratitude of millions of people. The armies of France, from commanders down, testify to the great good it has accomplished."

"Our people may well be proud of the record of the Red Cross. The wonderful story can hardly be told in words. It could best be told by the widows and orphans of our gallant allies and by the mutilated soldiers to whom it has ministered."

Woodrow Wilson says:

"The duty of our soldiers is the duty of force. The duty of the Red Cross is the duty of mercy and succor and friendship."

"Friendship is the only cement that will ever hold the world together. The intimate contact of the Red Cross with the suffering people will be one of the greatest instrumentalities of friendship the world has ever known."

"You cannot give to the government; it won't accept it. There is a law against it. The only thing that the government will accept is a loan and duties performed, and your great channel for giving is the American Red Cross."

"Members of the American Red Cross are members of a great fraternity and comradeship which extends all over the world . . . its cross is an emblem of Christianity itself."

"I summon you to comradeship in the Red Cross, I summon you to say how much and how sincerely and how unanimously you sustain the heart of the world."

"Never has money been made to yield such big returns in allaying pain, restoring happiness, and re-creating usefulness for our fellow human beings as the Red Cross dollar of the first war fund."

"Our consciences will not let us enjoy the Christmas season if this pledge of support to our cause and the world's need is left unfulfilled. Red Cross membership is the Christmas spirit in terms of action."

"Today twenty-two nations are fighting against the reign of might, ambition, and ruthlessness. Their regiments march each under its own flag, but there is one flag under which all fight—a flag emblematic of mercy, justice, love. The Red Cross or the Iron Cross? One stands for life, one for death."

"Legions of the world are today aligned behind one or the other of the supreme emblems, the Red Cross or the Iron Cross. They stand for either life or death."

David Lloyd George, Prime Minister of England, says:

"From the moment of the massacre of Serbia, the work of the American Red Cross has grown like the mustard seed until it is now one of the great humane institutions in the world."

"The work the American Red Cross has done not only in succoring the wounded, but in sheltering and saving women and children in all the countries stricken by the war, is beyond all computation."

Cardinal Gibbons says:

"I have confident hope that the American Red Cross world-wide plans of charity and mercy will be largely realized, bringing the grateful appreciation of suffering millions as a partial recompense and a greater reward, the richest blessings of God."

The American Red Cross Commission in France says:

"The power of the Red Cross to help is limited only by what is given to it by the people at home."

Baron Ishigure, President of the Japanese Red Cross, says:

"The Red Cross has no boundary of state, neither has it any relationships, prejudices, or racial distinctions."

Georges Clemenceau, President of the Council of Ministers of the Republic of France, says:

"The American Red Cross. You did not come with the intention of exploiting your merits, but in all simplicity, without asking anything save permission to help us."

Governor Whitman says:

"Giving to the American Red Cross cause is by no means a sacrifice. It is a patriotic privilege."

Mrs. Josiah Evans Cowles says:

"We may sacrifice our boys in action, but we cannot endure that they shall die of something we may prevent."

Charles E. Jefferson, Pastor, says:

"In our gifts to the Red Cross the soul of America stands most clearly and gloriously revealed."

J. Wilbur Chapman, Moderator of the Presbyterian Church in the United States, says:

"The American Red Cross is the work Christ would do if He were on earth."

"The work of the Red Cross is the very opposite of the spirit of the Huns; it blesses where they harm and saves life where they destroy."

John Timothy Stone, Pastor of the Fourth Presbyterian Church, Chicago, says:

"The Red Cross makes it possible for every citizen, woman and child to be a soldier."

Marshal Foch says:

"France will keep the never-to-be-forgotten memory of the impulse which has brought the American Red Cross to the bedside of her wounded."

Josephus Daniels, Secretary of the Navy, says:

"The Red Cross is the great Neighbor; it treats every man as a brother and asks no return. If the world is made a little more comfortable, a little happier, a little stronger for the struggle of life through its effort, the Red Cross is content."

Justin Godart, Member of the French Chamber of Deputies, says:

"I have seen our wounded dressed, our old people encouraged, our women strengthened, our children nursed and cuddled, our homesteads rebuilt. What the American Red Cross has achieved is immense."

Harvey Carroll, United States Consul at Venice, says:

"That which the American Red Cross offers is not the result of a task imposed by the American government, but is the direct offering of the American people, both rich and poor."

Henry P. Davison says:

"The Red Cross is the 'army behind the army and the navy behind the navy.' It watches over and ministers to our fighting men at all times and in all places."

"When these soldiers come back they are going to talk of what they did. What part in this conversation can you take if you, also, have not done all you could?"

"The time has come when a man or woman in America is not going to be judged by the amount of money he or she has. All are going to be judged by their service."

"The French Prefect said: 'We of France know your riches in America, we know of your power, but it took the war to show us your heart.'"

"Let us (of the Red Cross) 'carry on.' Let us show friends and enemies alike that there is yet in the world a power of love, sympathy, Christianity, and justice."

SPEECH TOPICS AND REFERENCES

Reference Books

The following books may be purchased at a relatively small cost.

1. Red Cross Stories for Children—by Georgene Faulkner. Daughaday & Co., Chicago. Price 50 cents.

2. Under the Red Cross Flag at Home and Abroad—by Mabel T. Boardman. J. B. Lippincott & Co., Philadelphia. Price $1.50.

3. Our Country's Call to Service—by J. W. Studebaker. Scott, Foresman & Co., Chicago. Price 16 cents per copy, retail; 12½ cents per copy in lots of 50 or more.

4. The Red Cross Magazine.

5. The Children of France and the Red Cross—by June Richardson Lucas. Frederick A. Stokes Co., New York. Price $1.50.

6. Democracy Today—by Christian Gauss. Scott, Foresman & Co., Chicago. Price 40 cents.

6-A. The Red Cross and the War—by H. P. Davison. Macmillan & Co. The most comprehensive and recent treatment of Red Cross accomplishments.

The following publications issued by the Committee on Public Information, 10 Jackson Place, Washington, D.C., may be had either free or at a small cost.

7. The War Cyclopedia. Price 25 cents. A handbook for ready reference on the great war.

8. How the War Came to America.

9. The Government of Germany—by Prof. Charles D. Hazen.

10. The German War Codes—by J. W. Garner, of the University of Illinois, and George W. Scott, formerly of Columbia University.

11. National Service Handbook. A reference work for libraries, schools, and clubs. Price 15 cents.

The following books are publications of the American Red Cross and may be had free of charge. Apply to the local Chapter:

12. Stories of the Red Cross. (A. R. C.—601.)

13. A. R. C.—606, Teachers' Manual of Junior Red Cross Activities.

14. November, 1918, Junior Red Cross program, "Our Red Cross."

15. The Work of the American Red Cross.

16 Handbook of Information for Home Service Sections. A. R. C.—207.

17. This Side of the Trenches with the American Red Cross. A. R. C.—208. By Karl de Schweinitz.

18. A. R. C.—211. Behind the Service Flag.

SPEECH TOPICS

The following are references to material all of which is easily obtainable and inexpensive, classified under such headings as would naturally occur to children in building a speech.

The articles starred (*) are in current magazines which are issued after this bulletin has gone to press. For that reason titles and pages are not given here, and occasionally the date of publication will be changed. Nearly all American periodical literature for the month of December and January will have some references to the Red Cross Roll Call. Reference 6-A listed above will be found most helpful in connection with all topics.

1. *Democracy and Autocracy*

Ref 3—p. 18-28, "The World War and Democracy." Ref. 6.

Ref. "Why America Fights Germany," Washington, D.C.—C. P. I. References 8, 9, and 10.

2. *The Red Cross and Internationalism*

Ref. 2—pp. 242-254.

Ref. 14—pp. 44, 24, 12, and 29.

Ref. 6—pp. 102-112. "A World League for Peace," by Woodrow Wilson.

3. *The Extent of Red Cross Organization*

Ref. 4—Nov., 1918, pp. 70-76, "Our Distant Comrades."

Ref. 4—Oct., 1918, pp. 33-36, "Red Cross Seals of Foreign Countries."

Ref. 14—p. 22—Membership statistics; also p. 16.

4. *The Origin of the Red Cross*

Ref. 2—Pp. 1-79. Ref. 12.

Ref. 4—July, 1918, pp. 65-72, "Henri Dunant."

Ref. 14—Chapter 1 and exercises.

Ref. 1—pp. 11-21, "Henri Dunant"; pp. 11-22, "Florence Nightingale"; pp. 33-42, "Clara Barton."

5. *Relief in Disaster*

Ref. 2—Pp. 119-140.

Ref. 12—Pp. 8-13.

Ref. 3—Pp. 33-34.

Ref. 4—Feb., 1918, pp. 6-15, "Fighting Floods in China"; pp. 55-57. For the Relief of Halifax.

Newspaper accounts of relief for the Porto Rican earthquake during the week of December 13-20, 1918.

6. *Red Cross Finances*

Ref. 4—Dec., 1918, "Business Side of the Red Cross."

Ref. 15—entire.

Ref. 14—Pp. 27, 15, and 16.

7. *Red Cross Work for Our Men*

a. Canteen work.

Ref. 4—Oct., 1918—p. 47, pictures.

Ref. 4—July, 1918, "A Clearing House of Kindness."

Ref. 4—March, 1918, "Serving 10,000 Meals a Day."

A. R. C. Canteen Bulletins 1 and 2.

Ref. 4—November, 1918, p. 38, "From Seaport to Trenches."

*"Designer," January, 1919 (out in advance).

*"McCall's," December, 1918, editorial and pictures.

b. Hospitals and Recreation Huts.

Ref. 4—November, 1918, pp. 60-62, "The Race Track That Was."

*"Country Life," November, 1918—"Hospital Care of Soldiers."

*"Country Life," December, 1918, "Work for the Blind."

*"The Forum," November and December, 1918, story by Mary Ellen Fee.

c. Ambulance Service.

"Farm and Farmside," December, 1918, "The Night Siren."

d. Prisoners' Relief.

A. R. C.—502, "Red Cross Communication Service and Relief to Prisoners."

Ref. 4—October, 1918, pp. 60-63, pictures.

Ref. 14—P. 24.

*"Farm and Fireside," December, 1918.

*"The Eagle," November, 1918.

e. Rehabilitation and Re-education.

Ref. 14—Pp. 38 and 39; see references given there.

8. *Work for Civilian Population in America*

References—14, 18, 17, and 16.

References—4, September, 1918, pp. 59-

63, "Behind the Service Flag"; also p. 84.

*"Good Housekeeping," December, 1918, article on Home Service by H. P. Davison.

Upbuilding the Nation's Strength, A. R. C.—202.

Town and Country Nursing Service, A. R. C.—203.

Newspaper accounts of the Red Cross work in connection with the recent Spanish Influenza epidemic.

9. *Work for Civilian Population Abroad*
(See also references under "American Red Cross and the Morale of Our Allies.")

Ref. 3—Pp. 40-48.

Ref. 12—Pp. 26-27.

Ref. 4—August, 1918, pp. 62-68, "For the Children of France."

Ref. 4—April, 1918, "Suffer Little Children."

*Designer, January, 1919 (out December 10), "Home Lights to the Trenches," by William Harper Dean.

*Woman's Magazine, December, 1918, Letters from Dr. Bertha Stuart, a nurse of refugees in France. Pictures.

*Wohelo, December, 1918, "Picnics in Milan."

Ref. 5—entire.

10. *Red Cross Christmas Roll Call*

Ref. 4—November, 1918, p. 1, "Summons to the Comradeship."

Ref. 4—December, 1918, editorial, "Christmas Roll Call," "I am the Red Cross."

*Ladies' Home Journal, December, 1918, Red Cross Christmas Programs

*Pictorial Review, December, 1918, Red Cross and the Christmas Spirit.

*Mothers' Magazine, December, 1918, "The Great War Mother."

*The Eagle, December, 1918, "Bon Noel."

11. *American Red Cross and the Morale of the Allies*

a. Italy.

Ref. 4—November, 1918, pp. 14-19. Pictures and map.

*The American Woman, December, 1918. "Italian Women."

*Harper's Bazar, December, 1918, "Red Cross Work for Italian Soldier Families."

Ref. 4—December, 1918—Editorial on Russia; also nine page article on Russian needs of the future.

Ref. 4—May, 1918, pp. 37-41, "Answering Italy's Call for Help."

Ref. 4—January, 1918, pp. 39-44, "Impressions of the Red Cross Commission to Italy."

Ref. 4—April, 1918, pp. 47-50, "First Aid for France and Italy."

b. France.

Ref. 4—November, 1918, pp. 52-55.

"Aftermath of Battle," by Ed. D. Toland. Macmillan. Price $2.25.

"Red Cross in France," by Granville Barker. Doran, 1916. Price $1.00.

Ref. 4—April, 1918, pp. 47-50—"First Aid for France and Italy."

*Woman's Magazine, January, 1919 (out December 10). Story on the adoption of French orphans by American soldiers.

c. England.

Ref. 6—Appendix, "The Meaning of America's Entrance into the War," by David Lloyd George.

d. Belgium.

"Aftermath of Battle," by Ed. D. Toland.

SPECIAL SUGGESTIONS FOR PRIMARY GRADES

I. Special Program

Many children below the third and fourth grades can give very interesting four minute speeches covering only one point each; others will only be able to retell a story.

Schools will find it feasible and valuable to include one or two of these primary speeches on the regular school contest program. The children who enter the final contest from these lower grades and win the honors will be awarded the certificate in the same manner as are the older pupils. Certain schools may prefer to give a separate program for the primary grades to which only the parents and friends of the younger children are invited.

II. Story Telling

Three stories are given below to be told to children in the kindergarten and the first two or three grades. The teacher should familiarize herself with each story so that no notes are needed and then tell it to the children.

While it is still fresh in their memories, discuss it with them, getting them to recall certain points. It may be well to tell one story each day for three days, and then go back to the first.

Illustrate Fully

Use pictures from the Sunday newspaper, magazines, and books to illustrate your story; draw on the board, for example, a picture of what the makeshift dentist's chair must look like; make a Red Cross hospital in the sand table with toy nurses and ambulances. Teach the children to sing the refrain to "Behind the Guns" given in A.R.C., 606, the Teacher's Manual.

Story Re-telling

Get the children to recall as much as they can, beginning in some such way as this. "Do you remember the story about the little French children? What was it they liked to do? Oh yes, and can you remember why it was they had to go to the dentist?" Bear in mind always that the story must end with the appeal for Red Cross membership.

After two or three lessons in this way the pupils will remember the details more accurately than the teacher. When they can retell it as a whole the time has come for the simplest sort of criticism.

Class Suggestions

"Could you hear Mary, back there in the last row? No? That's too bad, for she told her story well. What was the most important thing in Willy's story? Do you think it should have been? How could he change it so that it would be better? What would have made Olga's story clearer?"

Practicing at Home

One day in each week may be set aside for "trying out" the little speech at home. This will give the children much needed practice, a new audience, and will insure reaching those parents who cannot come to hear the special program.

Choosing the Speakers

The teacher should pick two or three story tellers for the special program, being sure that no feelings are hurt, by putting her choice on the ground that certain ways of telling a story will be more apt to stimulate people to join the Red Cross.

III. Speech Making for Little Folks Simple Construction

In teaching these lower grade children to make speeches, the main point to be borne in mind is that it is hard for boys and girls of that age to hold a consecutive thought long at a time and consequently hard for them to round out even one point. Never try more than a one-point speech.

Something to Talk About

Something to hold in the hands and talk about or show to the audience, something to point to, something simple, concrete, and within their own experience as a starting point, will keep the speech from being parrot like.

IV. Four Minute Pantomime

Though the kindergarten may not be an active participant in the four minute contest, it should certainly be given a place on the general program closing the Roll Call.

A kindergarten child's ability to speak in public does not extend much beyond the nursery rhyme. He can express much more in action than he can in words. When there is no kindergarten class in the building group, the first grade teacher might use pantomime suggestions, letting children elaborate and add bits of original dialogue.

Kindergarten Pantomimes

1. The Red Cross Nurse. Two boys in play-soldier suits bring in doll on stretcher. Child in nurse's uniform prepares bed, puts doll in bed, and goes through actions of giving medicine and waiting on sick. Stretcher bearers salute and pass over to one side. Two children in Junior Red Cross caps come forward holding the sign which reads:

"We help the sick and wounded. Won't you help, too?"

2. Knitting for the Soldiers. Group of children dressed as grown-ups, long skirts and aprons, kerchiefs crossed in front. All go through actions of knitting, some on squares, some on sweaters. Curtain.

Little boy in uniform of soldier paces back and forth as if on sentry duty. He blows his fingers and stamps his feet as if cold. Goes into tent, brings out sweater, and puts it on.

Two children come forward holding a sign which reads,

"Join the Red Cross and buy wool for the soldiers."

3. The Canteen. Child in Red Cross canteen uniform offers plate of food and cup of coffee to little boy dressed as a soldier.

Children hold up sign which reads,

"Join the Red Cross and help feed the soldiers."

4. Helping the Refugee Children. Group of children poorly dressed come in crying. Children in Red Cross uniform give them lunch baskets of food, warm caps, new

dresses, and toys. Poor children go through motions of eating food, put on caps and dresses, and play with toys. They express their thanks by curtsying.

Children hold up sign which reads,

"The Red Cross takes care of little French children. Join and help."

5. Christmas in Belgium. Very small Christmas tree partly trimmed, in center of stage. Small group of children in Red Cross uniform finish trimming tree. Place toys at base. Little Belgian children come in. Red Cross children give them presents. All express joy. All gather around tree and sing Christmas carol.

Children hold up sign,

"Will you help take Christmas to Belgian children?"

V. Primary and Kindergarten Program

This program is intended for the kindergarten and first three or four grades. Frequent reference is here made to Ref. 13, the Teacher's Manual of Junior Red Cross Activities (A.R.C.-606). There is more program material in this Manual than is given here.

A separate program for the kindergarten can be easily arranged if the school is large.

1. Children march in to tune of, "America, the beautiful," bearing United States flag and Red Cross flag in front.

2. When they are assembled, boy from third grade comes forward with flag. School repeats salute and all sing Star Spangled Banner.

3. Girl from third grade explains Christmas Roll Call, relation of Junior Red Cross to it, and school's desire to gain 100 per cent membership in families. Gives records reached so far.

4. Dramatization—Ref. 13, p. 102. Kindergarten. (Substitute Red Cross for Thrift stamps.)

5. Child in first grade retells story of Palma Cogliandro.

6. Jingles—Ref. 13, p. 109.

7. Junior Red Cross song. Ref. 13, p. 143.

8. Speech on children of France. First grade.

9. Speech on Red Cross work for soldiers.

10. Tableaux—Greatest Mother in the World. Ref. 13, p. 136.

11. Red Cross tableaux suggested above for kindergarten.

12. All sing "My Country 'Tis of Thee," with the added verse given on page 4.

13. Children march out to tune of "Keep the Home Fires Burning" bearing United States flag and Red Cross flag in front.

WHY JEANNETTE AND HENRI LIKE TO VISIT THE DENTIST

(A Red Cross Story to Be Retold)

Do you like to have the dentist pull your teeth out?

"What a silly question!" you answer, "Nobody likes to have teeth out."

Oh, but you're wrong. I can tell you of a place where the boys and girls think there is no better fun than to go to the dentist. It is far across the water in France where the United States army is fighting and its name is Evian-les-Bains (pronounced aveon lay-ban), called Evian for short.

Why do you think they like to go to the dentist's?

That is a long story and it goes like this.

Those little boys and girls are the sons and daughters of the brave Frenchmen who have died for their country. Their names are not John, Billy or Dorothy—but Henri, Jeannette, Marie, and Yvonne (pronounced Onree, Johnet, Mahre-e, and Ivon).

These little Henris and Jeannettes love the country for which their fathers died more than anything in this wirld. "La belle France" they call her, which means to them what you mean when you sing "America, the beautiful."

And next to "La belle France," Henri and Jeannette and the rest love America, our own country.

Can you guess why they love America so much?

It is because America is fighting as their fathers did to drive the Germans out of France and Belgium. And it is because America, through her Red Cross, is doing so much to help take care of the poor French people who have lost their homes and their friends.

When they see an American, and especially when they see an American who wears the Red Cross, they know they have found a friend.

And now we have come at last to why Henri and Jeannette and Yvonne like to go to the dentist's to have their teeth out.

There are four reasons. See if you can remember them at all.

One. Their teeth ache and they want them pulled out so the ache will stop.

These French children haven't been taken care of as you have. The war has taken their homes, their parents, and their money. They have had no one to look out for them. That is why they are often sick and have toothaches.

Two. They like the funny dentist chair that they sit in there in Evian. What do you suppose it is? You know what your dentist chair looks like. Well, this one is very different.

It is made of an old barrel. One side is scooped out so that you sit comfortably, and then pieces of wood are nailed on the back and sides and a white cover put on.

When it is finished it looks almost like a real dentist's chair.

Why does the dentist use that kind? Because he is working in a part of France where the Germans have been and taken everything away. He has to use the best he can get.

And now for the third reason why going to the dentist's is fun. The dentist is an American.

Do you think Henri and Jeannette or Jacques and Marie are going to let an American see that they are afraid?

Not much! They are Frenchmen, and Frenchmen are as brave as Americans.

So when Dr. W. puts them in his funny chair and takes out his pincers to pull "the Boche," as he calls the wicked tooth, they know that France must show America that she is brave.

"Out with the Boche," says Dr. W., his eyes twinkling. Marie grips the sides of the chair, stiffens, and the "trench is taken."

The fourth and last reason why these small Frenchmen like to come to Dr. W's is because he is a Red Cross man.

Every boy and girl in France knows and loves the American Red Cross. They all know that the American Red Cross brings them all the love that America has for France.

They know that American boys and girls and American fathers and mothers have a warm spot in their hearts for all the Maries and Henris who have lost their own fathers and mothers.

They know that every American who does have that warm spot is a member of the American Red Cross.

Has everyone in your family joined the Red Cross to help take care of Henri and Jeannette in 1919?—Adapted from *The Children of France and the Red Cross.*

PALMA'S FRIEND, THE AMERICAN RED CROSS

(A Red Cross Story to Be Retold)

Palma Cogliandro is the name of a little girl six years old who used to live in sunny Sicily in a town called Messina.

One day a terrible earthquake destroyed her home and poor little Palma's mother and father and brothers were killed by the falling houses.

Many other people were left hungry and homeless until the American Red Cross said it would care for them.

The Red Cross heard of Palma and tried to find some relatives or friends with whom she could live until she grew up. The only person they could find was an Uncle in San Francisco.

You know that San Francisco is a long way by train from New York, and New York is a long way by boat from Italy. It was a big journey for a six-year-old girl. But Palma wanted to be with her own people, so the Red Cross determined to send her to San Francisco.

A Red Cross man happened to be going across to Boston within a week or two, so Palma was put in his care. That took her safely half way.

The journey across the continent had to be made alone, for the Red Cross did not know anyone going that way. But they telegraphed the Red Cross in every town where Palma stopped on her way, telling her story and asking the Red Cross in that town to look out for her.

Just as she was ready to start suspicious red spots began to appear, and the doctor said "measles."

You know what that means—two or three weeks in bed. But the Red Cross was there with doctors, nurses, a sunny sick room, flowers, and perhaps even ice cream.

Soon Palma, as good as new again, started on her journey.

No sooner would she begin to get lonely than the train would pull up at a station and some kind faced women would come up and say, "Is this Palma Cogliandro from Messina, Italy?" Then they would tell her that they were part of the Red Cross that was looking out for her.

When night came the train would stop at another station and more Red Cross ladies would come and take her home. There they would see that she had a warm bed and good food.

Morning would see Palma on her way again and the same thing would happen each day.

Finally after a week or two af travelling the train pulled in to San Francisco and there was Uncle, glad to see his little orphan niece from far away Italy.

You can be sure that one of the first stories she told him was about her new friend, the American Red Cross. It came to her help in Italy. It brought her across the sea to America. It took her from town to town all the way across the United States to San Francisco, and gave her safe to her uncle. Palma was proud of her new great friend, the Red Cross.

That was about nine years ago. Palma is a grown up girl now. She still lives in San Francisco, is a member of the American Red Cross, and works every day to help its great work of service. Palma remembers that the Red Cross was a friend to her when she needed a friend. Through it she wants to befriend someone else.

Palma knows better than we do what it would mean to have the Red Cross in *every* town and in *every* home. She knows it would mean that those like her who need friends would find them anywhere and everywhere in the United States.

Would you be one of those to help Palma if she came your way in 1919?

THE RED CROSS BUN

(A Red Cross Story to Be Retold)

I want to tell you about a school in Paris where America is loved as much as we love her here.

The children in that school have not had enough to eat. There has not been enough food and money in France to go around since France has been fighting for freedom.

The American Red Cross knows that those very boys and girls who aren't getting enough to eat now are going to be the men and women who will govern France in a few years when they grow up.

Children who don't have enough to eat don't make strong men and women. So the Red Cross is going to see that these boys and girls do have enough to eat.

Every day in their schools Red Cross nurses and doctors see that they have good wholesome meals of ham, beef, macaroni, beans, rice, potatoes, cheese, milk, and other good things.

But what do you suppose these boys and girls love best of all? The Red Cross buns and hot chocolate that they have in the middle of the afternoon! Real, sugary buns, made by a special Red Cross recipe!

An American Red Cross worker went to visit this Paris school on the day when the first Red Cross chocolate and buns were served.

It was easy for her to see that she was welcome there, for in every school she saw a poster saying in big letters, "Thanks to the American Red Cross" or, "Welcome to Our American Granters."

At one school the children had decorated with gay blue wreathes big pictures of Washington, our hero, and Lafayette, the French hero who helped America. On each side were drawings, one of a Red Cross nurse taking care of a sick child, and the other of a Red Cross woman giving school children chocolate and buns.

In another school the children had pinned tiny American flags on the buns, and in another they gave the Americans paper flowers that they had made. Everyone was eager to show America through this Red Cross worker how grateful he or she was for the food, the care, and love that the American Red Cross was giving them.

They sang our "Star Spangled Banner" in English. Such a good time as they had doing it too, for these boys and girls can't speak English. Then they sang it in French, and that was interesting for the Americans to hear.

One little girl came forward, wrapped in the American flag, to thank the Americans for what the Red Cross had done for them. She was to speak in English, a hard task for her. It was too much; all she could remember was "I thank you." But that was enough. That was what she really wanted to say.

Another little girl remembered her speech better. Speaking for 400 others who were watching her breathlessly she said:

> "I am very happy to have been chosen to thank you for the new act of kindness which the American Red Cross is showing to the Children of our schools. We are deeply moved at the thought that the United States do so much to help us in our great trial and that they even think of our little ones who will after the war be the builders of a renovated world. We feel sure that they, and we with them, will always be grateful to the noble Nation who out of pure Love of Justice and Right did not hesitate to enter this terrible war and support us by every means in its power."

These boys and girls have had their homes, food, clothing, games, and often their mothers and fathers taken away by the war.

And yet they got real fun out of thanking the Red Cross for what it had done for them.

If they get fun out of thanking us, we ought to get fun out of giving to them. Will you join the Red Cross and get your Christmas fun in that way?—Adapted from *The Children of France and the Red Cross.*

Outlines for Simple Speeches

The following are suggested topics for simple speeches by primary children.

Outline I. What the Red Cross does for my soldier or sailor brother.

When he is hungry,
When he is sick or wounded,
When he is fighting,
When he is a prisoner.

Outline II. What the Red Cross does for little children in France, Belgium, and Italy.

When deprived of father or mother's care,
When they have insufficient food,
When they need clothing.

Why I Belong to the Red Cross

(Sample speech built on outline)

My Daddy is a soldier. He is way across the ocean fighting the Germans. He has to fight in a deep, wet trench. Sometimes it is very cold and rainy. The Red Cross gave him a sweater like this—a helmet like this—and nice socks like these, to keep him warm when he is fighting. I like the Red Cross because it is kind to my Daddy. That's the reason I am a member of the Junior Red Cross. I think everybody in America ought to be a member. Don't you?

My Little French Cousin

(Sample speech built on outline)

How-do-you do! My name is Mary Brown. I live at No. 6 Oak Street with my father and mother. I love them and they love me. Father goes out to work for us every day. Mother stays at home and cooks and sews and takes care of us when we are sick. Do you know that over in France there are many little girls like me whose fathers and mothers have been killed in the war? Who do you suppose takes care of them now? Why the Red Cross, of course. See this little dress. It was made by the sixth grade in our school for one of the little orphan children of France. I have cut a paper doll and put it in the pocket. Don't you know these poor little children have no toys to play with? Don't you feel sorry for them? Don't you want to be a member of the Red Cross and help them?

The Mother of the Army

(Sample speech built on outline)

There is a flag with one star on it, hanging in our window at home. It means that my big brother is fighting in France. I miss my dear brother. But mother says he is all right. If he is sick or wounded the Red Cross will take care of him just as well as she could. Have you a big brother in the Army? The Red Cross will take care of him, too. She is like a great mother. All the soldiers and sailors are her boys.

I am only a little boy (or girl). But I am a member of the Red Cross. Are you a member? Are you helping, too?

A Red Cross Christmas

(Sample speech built on outline)

Christmas is coming! I am so glad for I just love Christmas. I am going to hang up my stocking and have a beautiful tree. Mother says I must only ask for one thing this Christmas. So I have asked Santa to bring me a sled. I hope he will.

Over in France the children call Santa Claus "Father Noel". There are so many little war orphans over there! I am afraid their Christmas saint won't get all around, if we don't help him. The American Red Cross will help "Father Noel" make Christmas a happy day for little French children. It will give them a tree and Christmas dinner and even a toy. I want the little children over there to be happy. That's why I am a member of the Red Cross.

Our Junior Red Cross will bring to you opportunities of service to your community and to other communities all over the world and guide your service with high and religious ideals. It will teach you how to save in order that suffering children elsewhere may have the chance to live. It will teach you how to prepare some of the supplies which wounded soldiers and homeless families lack. You will learn by doing those kind things under your teacher's direction to be the future good citizens of this great country which we all love.—*Woodrow Wilson.*

The Red Cross Spirit Speaks

Wherever war with its red woes,
Or flood, or fire, or famine goes,
There, too, go I;
If earth in any quarter quakes
Or pestilence its ravage makes,
Thither I fly.

I kneel behind the soldier's trench,
I walk mid shambles' smear and
stench,
The dead I mourn;
I bear the stretcher and I bend
O'er Fritz and Pierre and Jack
to mend
What shells have torn.

I go wherever men may dare,
I go wherever woman's care
And love can live,
Wherever strength and skill can
bring
Surcease to human suffering,
Or solace give.

The cross which on my arm I
wear,
The flag which o'er my breast I
bear,
Is but the sign
Of what you'd sacrifice for him
Who suffers on the hellish rim
Of war's red line.

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A PEACE WITH HONOR

The Complete Downfall of German Imperialism Precedes a New Day for the Nations of the World

"Complete victory has brought us not peace alone, but the confident promise of a new day as well, in which justice shall replace force and jealous intrigue among the nations," declared President Wilson in his annual Thanksgiving proclamation, in recognition of the fact that battle and blood, tears and sacrifice have at last overthrown autocracy, the arch-enemy of humanity.

When the armistice with Germany became effective at 11 A. M., Monday, November 11, the French were in Sedan, the scene of their disaster in 1870, and the British were in Mons, where the little English army of "contemptibles" first met the German flood in August, 1914.

Fitting Climax

It was fitting that the armies of the two countries which have borne the brunt of the fighting against Germany for more than four years should occupy these scenes of former defeat when hostilities ceased. It was indeed a great climax to the offensive begun by Marshal Foch on July 18, which never relaxed for a single day until in less than four months it had brought the once proud German army to complete defeat. According to the terms of the armistice, the Germans at once began to withdraw their army across the Rhine, thus bringing to an inglorious end Emperor William's dream of world dominion.

The Kaiser Flees to Holland

As history has proved upon more than one occasion, autocracy cannot survive defeat. In the hour of distress the German people finally realized that the Kaiser and the Junkers were responsible for these terrible four years of bloodshed, and a movement toward revolution was initiated. The disorder in the German fleet which began at Kiel, on November 3, spread rapidly to the cities of Hamburg and Bremen, which very soon went over to the revolution. A few days later the kings of the two important south German states of Bavaria and Württemberg abdicated. In Berlin, the Socialists decided to refuse further coöperation with the government and called a general strike. After hearing the news of these events, Emperor William and the Crown Prince abdicated at the headquarters of the German High Command at Spa on November 9, and shortly thereafter the former Kaiser sought refuge in Holland. The news of the Emperor's abdication was immediately proclaimed from the steps of the Reichstag in Berlin by Philipp Scheidemann, leader of the majority Socialist party.

German Imperialism's Downfall

At the same time it was announced that Friederich Ebert, another prominent socialist, had replaced Prince Maximilian as chancellor and that measures would soon be taken for the promulgation of direct universal suffrage and for a constitutional assembly which would determine the future form of government of the German nation. The new chancellor

(Continued on page 2)

COMPLETE VICTORY MEANS CONQUEST OF FAMINE

The humane temper and intention of the victorious governments have already been manifested in a very practical way. Their representatives in the supreme war council at Versailles have by unanimous resolution assured the peoples of the Central Empires that everything that is possible in the circumstances will be done to supply them with food and relieve the distressing want that is in so many places threatening their very lives; and steps are to be taken immediately to organize these efforts at relief in the same systematic manner that they were organized in the case of Belgium. By the use of the idle tonnage of the Central Empires it ought presently to be possible to lift the fear of utter misery from their oppressed populations and set their minds and energies free for the great and hazardous tasks of political reconstruction which now face them on every hand. Hunger does not breed reform; it breeds madness and all the ugly distempers that make an ordered life impossible.
—WOODROW WILSON, *in an address laying the Terms of the Armistice before Congress, November 11, 1918.*

HOOVER OUTLINES WORLD FOOD POLICY

America's Opportunity and Duty in Facing the New World Situation in Food Clearly Shown

The day following the signing of the armistice that ended the world's war and before Mr. Hoover left for Europe to confer on the world's food, he outlined the world food policy in an address before the Federal Food Administration at the National Capital. The fundamental facts and conclusions of the address are given in the following enlightening extracts:

We have now to consider a new world situation in food. We have frankly to survey Europe: a Europe of which a large part is either in ruins or in social conflagration; a Europe with degenerated soils and depleted herds; a Europe with the whole of its population on rations of varying degrees of privation with large numbers who have been under the German heel actually starving. The group of gamblers in human life who have done this thing are now in cowardly flight, leaving anarchy and famine to millions of helpless people. We have also to survey the situation in the exporting nations of the world to see what can be done to redeem this mass of humanity back to health and to social order. Up to the collapse of the Germans, the world that is allied against Germany has depended upon the North American continent for the margins of food that maintain their strength against the common enemy.

Isolated Stores Released

The loss of shipping and the increased demand for transportation of our ever growing army had isolated the stores of food in the Southern Hemisphere and in the Far East. Within thirty or sixty days the world should begin to release cargo ships

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A PEACE WITH HONOR

(Continued from page 1)

predicts that this form of government will be a republic. At any rate he declares that "monarchism and imperialism are finished forever in Germany."

All We Fought For is Won

Subsequent events in Germany have increased the thoroughness of the downfall of the old regime. The heads of practically all of the reigning houses in the various German states have abdicated, and in many of them republics have been proclaimed. Chancellor Ebert has formed a cabinet representing both wings of the socialist party in Germany. At the same time prominent officials of the former regime, notably Field Marshal von Hindenburg, have placed themselves at the disposal of the provisional government in order to prevent the spread of disorder and to assist in provisioning the German nation.

Thus with the downfall of autocracy in Germany and Austria-Hungary, Emperor Charles having abdicated on November 11, everything for which we have fought in the war, as President Wilson stated at the conclusion of his address to Congress on November 11, has been attained with sweeping completeness. At that time the President also declared that a mere conquest by arms was temporary, but "to conquer the world by earning its esteem is to make a permanent conquest"; therefore the United States and the nations with which it is associated are a unit in their determination to set up a peace of disinterested justice which will satisfy the whole world. As evidence of this spirit, he announced that the representatives from the various nations at the Supreme War Council in Versailles had already agreed to assure the peoples of the Central Empires that everything possible would be done to relieve their distress by supplying them with food and other necessities.

Lloyd George Indorses League of Nations

As if to confirm the President's statement, Premier Lloyd George announced to the world on the following day, "We must not allow any sense of revenge, any spirit of greed, any grasping desire to override the fundamental principles of righteousness," because "No settlement that contravenes the principles of eternal justice will be a permanent one." We cannot go back, he declared, to the old national rivalries, animosities, and competitive armaments; therefore one of the chief essentials to such a permanent peace is the League of Nations laid down in President Wilson's conditions of peace which were accepted by Germany as a prerequisite to the armistice. "In my judgment," the Premier concluded, "a league of nations is absolutely essential to permanent peace."

Peace Conference to Meet Soon

In order to facilitate the work of solving the immediate problems caused by the cessation of hostilities, Herbert Hoover, United States Food Administrator, and Edward Hurley, Chairman of the United States Shipping Board, have gone to Europe for conferences with allied officials. On November 15, representatives of the United States and the Allies resumed their sessions at Paris where they are considering the question of the food supply for Germany and Austria and also making arrangements for the peace conference which will formally put an end to the greatest war in history.

The German armistice delegates met Marshal Foch and received the armistice terms from him at Rethonde, near Compiegne. The terms were submitted to the German High Command at Spa, and to the Government at Berlin. Mons, Maubeuge, and Stenay were among the last places taken from the Germans by the Allies

Evacuated Areas of Germany

The shaded portions of this map show the parts of the German empire evacuated and given up to Allied and American occupation under the terms of the armistice. It does not show the territories of Germany's neighbors—France, Belgium, and Luxemburg—which had been seized by Germany since the war began and which were also surrendered.

SEND BOOKS TO OUR FIGHTERS

Every teacher should read the following appeal by the American Library Association in coöperation with the United States Food Administration and the United States Bureau of Education, then read it to her pupils and post it in her classroom.

Books for Soldiers and Sailors

While our forces are waiting for the final word of peace, they are to be kept busy preparing and learning how better to resume the work of civil life. Great schools to teach our soldiers the art of agriculture, the trades, and handicrafts are being set up in France. For these schools, textbooks are being bought by hundreds of thousands. But millions more of books of every kind—fiction, history, travel, poetry, and general literature—are needed for the libraries of these soldier schools and to help the men occupy their leisure hours.

The Government has placed upon the American Library Association the duty of supplying reading matter for our army and navy. Its Library War Service reaches every man in uniform.

Five Million Needed Now

Five million more books of all kinds are needed at once. There are books in every home that soldiers would like to read. What better Christmas present could you make than a book for a soldier?

The books you like, and that your folks at home like, are books some soldiers would like. Give them the best you have. You can take the books to your nearest public library, or you can bring them to the schoolhouse.

Books brought to the school in response to this appeal should be delivered to the nearest public library. If there is no public library in your vicinity, notify Frank B. Hill, 124 East 28th Street, New York City, and instructions will be sent for shipping the books without cost to you. Please state how many books you have to ship.

Start a book-giving contest with other schools.

DISCUSSING THE PEACE PROGRAM

Whether or not this will be the last war depends largely on the wise decisions of the peace conference, not only with regard to the international problems that have disturbed the peace of Europe in the past, but also with respect to problems that the breaking up of the Central Powers and other nations of Europe may bring forth.

Many new problems connected with racial boundaries and commercial outlets are involved, as well as important questions of international relationships.

Pupils in high schools and in the upper grades of elementary schools have, in many cases, sufficient knowledge to discuss intelligently many of these problems and to suggest one or more possible solutions for each. Comparison should also be made with the points in President Wilson's various peace programs.

The principal object to be gained in these discussions is to encourage pupils to think in international terms, to develop "international-mindedness," so that when the burden of carrying on the affairs of our country falls upon their shoulders, they will understand also the necessity of wisely sharing in the affairs of the whole world.

THE LEAGUE OF NATIONS

They [the conditions of peace] must lead to a settlement which will be fundamentally just. No settlement that contravenes the principles of eternal justice will be a permanent one. The peace of 1871 imposed by Germany on France outraged all the principles of justice and fair play. Let us be warned by that example.

We must not allow any sense of revenge, any spirit of greed, any grasping desire, to override the fundamental principles of righteousness. Vigorous attempts will be made to hector and bully the Government in an endeavor to make it depart from the strict principles of right, and to satisfy some base, sordid, squalid idea of vengeance and of avarice. We must relentlessly set our faces against that.

A large number of small nations have been reborn in Europe, and these will require a League of Nations to protect them against the covetousness of ambitious and grasping neighbors. In my judgment a League of Nations is absolutely essential to permanent peace. We shall go to the peace conference to guarantee that a League of Nations is a reality.—*From an address by Lloyd George, Nov. 11, 1918.*

ARMISTICE TERMS TO GERMANY

The terms of the armistice signed by Germany, November 11, are chiefly concerned with provisions which give to the Allied Governments such a military ascendancy as would make a renewal of hostilities by Germany impossible. They include:

1. **Immediate cessation of hostilities on land and sea and in the air.**
2. **The retirement of the German army to a line 10 kilometers (about six miles) east of the Rhine River.**
3. **The occupation by the Allies of the German territories on the left bank of the Rhine, together with Mainz, Coblenz, and Cologne, and "bridgeheads" 30 kilometers (18 miles) in radius therefrom, the upkeep of the troops of occupation to be charged to the German Government.**
4. **The surrender of great quantities of military supplies, arms (5000 cannon, 25,000 machine guns, etc.), motor trucks (5000), railroad equipment (5000 locomotives, 150,000 cars), all submarines, and the disarmament of the fleet.**
5. **Immediate and unconditional repatriation, without reciprocity, of all Allied and United States prisoners of war.**
6. **Existing blockade conditions of the Allied and associated powers to remain unchanged and all German merchant ships found at sea to be liable to capture.**

Certain points in the armistice have an obvious bearing upon the final peace terms; of these the most important are:

1. **The evacuation of all territory that was not German on August 1, 1914.**
2. **The evacuation and implied restoration to France of Alsace-Lorraine.**
3. **The renunciation of the treaties of Bucharest and of Brest-Litovsk, together with the agreements supplementary to those treaties.**
4. **Transfer to the Allies, to be held in trust for Russia and Roumania, of the gold received by Germany in accordance with these treaties.**
5. **Restitution of the cash deposit in the national bank of Belgium, and of all "documents, specie, stocks, shares, paper money, touching public or private interests in the invaded countries."**
6. **Repatriation without reciprocity of all deported or interned civilians, including hostages and persons under trial or convicted, belonging to the Allied or associated powers.**
7. **Reparation for damages done.**

HOOVER OUTLINES WORLD FOOD POLICY

(Continued from page 1)

from military duty and to send them further afield for food, and before the next harvest arrives the entire world's food supply should be accessible. On the other hand, the cessation of hostilities will create an enormously increased demand for food, and we must be deeply concerned that the starving millions who have been liberated from the German yoke shall have such supplies as will enable them to return to health and prosperity. The war has been brought to an end in no small measure by starvation itself, and it cannot be our business to maintain starvation after peace has been reëstablished in European countries.

Change Domestic Food Policies

All these considerations must change our domestic food policies, and open to us as a nation an obligation and an opportunity for service.

We have computed the export countries' supplies on the basis of the avoidance of waste, and we have assumed for the importing countries stringent war consumptions with additions such as we consider will preserve health and order. In these circumstances we make the world's balance sheet in the different great groups of commodities approximately as follows until the next harvest:

Wheat and rye: sufficient supplies with economy in consumption.

High protein feeds for dairy animals: a shortage of about 3,000,000 tons.

Other feeds: sufficient supplies with economy in consumption.

Beans, peas, and rice: sufficient supplies with economy in consumption.

Pork products, dairy products, vegetable oils: a shortage of about three billion pounds.

Beef: sufficient supplies to load all refrigerating ships to capacity.

Sugar: sufficient supplies for our normal consumption if other nations retain their present short ration; a shortage if they increase their rations.

Coffee: a surplus.

Of all these foods, except possible protein feeds, we have a sufficiency for our own people and of many of them large surpluses. Of the world's total to produce these results, we are estimating that North America will furnish rather more than sixty per cent and that the United States, including the West Indies, will be in position to furnish a total of about 20,000,000 tons of food of all kinds for export as against our pre-European war exports of about 6,000,000 tons.

Abandon Substitutes in Wheat Loaf

In the matter of wheat and rye, the large supplies that have accumulated in the Argentine, Australia, and other inaccessible markets appear to us to supplement the stores of clear wheat bread for the world. Here directly arises a change in our policies, for we are able from now on to abandon the use of substitutes in our wheat loaf. The large harvest that we have here this year is to a large degree the result of the guaranteed price, and we may rightly be proud that our production and conservation policies have provided the necessary margins of the world's daily bread.

We can export, with other surplus countries, an apparent sufficiency of the coarse grains for feeding purposes; that is, of oats, barley, and corn. On the other hand, there is a world shortage of high protein feeds; that is, the wheat feeds, the seed and bean meals, upon which the dairy production of the world, and particularly of Europe, so considerably depend.

World Shortage of Fats

The shortage in protein feeds directly contributes to the world's shortage in the supply of fats. This world fat shortage is

Map Prepared by The United States Food Administration Showing Where Europe Must Get Food

due primarily to the fact that Europe has been steadily under-feeding its dairy herd, has made steady inroads into its herd of hogs during the war, and to the fact that there has been a great degeneration in the production of vegetable oils in certain regions, owing to the inability to secure shipping.

Of our export possibilities in fats, the largest item is pork products. Here again we have a right to congratulate ourselves as to the policies pursued in the administration of food supplies in the United States by the Department of Agriculture and the Food Administration. While we cannot supply the world's full deficiency we have ameliorated it enormously.

As you will recollect, eighteen months ago, when we had to define our food policies, we stated that the only hope of a sufficient production of fats and meat for the world, either in peace or in war, lay in the stimulation of the production of the American hog. In that direction we could obtain results in twelve months, whereas, in any other direction, years would be required for the expansion of fat production.

Yet, with all our supplies, the world will be far deficient in its normal supply of fats for two or three years at least. Our internal policy with regard to this group of commodities must therefore be one of intensest economy in consumption, if we are to carry out our high purpose of furnishing food to a famine stricken world.

Dairy Products Conserve Child Life

On the other hand, the shortage in our supply of dairy products is today so acute that we are compelled now to limit the export of this product. Dairy products are so vital to the protection of child life throughout the world that we should immediately reduce our unnecessarily large consumption of butter and condensed milk.

In the matter of beef, the world's supplies are limited to the capacity of the available refrigerating ships. The supplies of beef in Australia, the Argentine, and the United States are sufficient to load these ships. There will be a shortage in the importing countries, but we cannot hope to expand exports materially for the next months, in view of the bottle neck in transportation.

Little Restraint in Sugar Consumption

It is very difficult to forecast with any degree of accuracy the position in sugar. At the present moment all Europe and North America are living on much restricted allowances. Our assured per capita supplies under the purchases we have made are the largest in the world.

The Food Administration has protected the fundamental supply to the American people by purchasing, in conjunction with the Allies, the next Cuban sugar crop. We have made such arrangements with the various refiners and producers in the United States as will assure a price of nine cents a pound wholesale for sugar during the next twelve months. This price compares with from twelve to twenty cents a pound in the other sugar importing countries.

As the result of these arrangements and the fact that eastern sugars will be available, we will need little or perhaps no restraint on consumption after the new Cuban crop is available unless, as I have said, the other governments of the world decide considerably to increase their present rations.

Changes in Our Food Policies

This being the new world situation in food, created by the collapse of the war, the prime changes in our policies on today's outlook can be summarized: (1) That we may now advantageously abandon the use of substitutes in our wheat bread; (2) that we will still require economy and elimination of waste in its consumption; (3) that for the present we need conservation in butter and condensed milk; (4) that ultimately we must extend this to all the fats. (5) We can contemplate, at the most, maintaining fully three pounds a month of household sugar for each person on the present outlook, and we can by the availability of Java sugars to Europe begin at once to relax more restraints on sugar pending some change in European policies.

Necessity for Simple Living Unchanged

These are special features of changes in policy, but the shifting of conservation from one commodity to another is not the whole policy. *There is one policy which cannot change, and that is the vital necessity for simple living, for economy in all consumption, since commodities more or less substitute for each other.* We must realize that the spectre of famine abroad now haunts the abundance of our table at home.

Famine the Mother of Anarchy

At this moment Germany has not alone sucked the food and animals from all those masses of people she has dominated and left them starving, but she has left behind her a total wreckage of social institutions; and this mass of people is now confronted with engulfment in absolute anarchy. If we value our own safety and the social organization of the world, if we value the preservation of civilization itself, we cannot sit idly by and see the growth of this cancer in the world's vitals. Famine is the mother of anarchy. From the inability of governments to secure food for their people grows revolution and chaos. From an ability to supply their people grows stability of government and the defeat of anarchy. Did we put it on no higher plane than our interests in the protection of our institutions, we must bestir ourselves in the solution of this problem.

Help Liberated Peoples

There are millions of people now liberated from the German yoke for whose interests we have fought and bled for the last eighteen months. It is not up to us to neglect any measure which enables them to return to health, to self-support, and to their national life. This is the broad outlook of some kind of food administration during the next twelve months. As to what the detailed structure of our organization may be to effect these ends, or even its actual name, can be developed from time to time to suit necessity. It will be months before formal peace; in the meantime the organization must remain intact if we are to serve the high purposes that I have outlined. And after that we can decide our courses upon the basis of our national duty.

Saving food will help save the world.

FOOD CONSERVATION WEEK

Schools of America Are Asked to Help in the World Relief of Food Shortage

Calling the schools of America to coöperate in the world relief program, the United States Food Administration, through Olin Templin, Director of the School and College Section, appeals to every teacher to observe Friday, December 6, as "Food Conservation Day." The call to food saving service follows:

To Every Teacher in America: The first week in December has been designated as "Food Conservation Week for World Relief." Friday of that week has been assigned to the schools and colleges.

Victory has brought to the people of the United States a duty no less momentous than did the war. Indeed, victory may yet be turned into disaster if intelligence and good will do not intervene. Complete success now requires that every one know what should be done and why, with a cordial willingness to help without hesitation.

Our young people in the schools and colleges have a deeper interest in this crisis than their parents can have, for the world is soon to be theirs. Youth is most willing to join great enterprise, and brings clear vision and contagious enthusiasm.

A solemn duty is laid upon every teacher to see that no young person goes without a complete understanding of the impending issue. For this reason this plan for special exercises on a special day, the Nation over, has been adopted.

Teachers and school authorities are urged to embrace this opportunity of enlightening and enlisting the young people who are under their charge. They are asked to observe the day by appropriate ceremonies. From the words of President Wilson and Mr. Hoover, the suggested program, and the other material provided, a program can readily be arranged for any school.

This occasion brings a privilege as well as a duty to the teacher. Let us recognize the right of youth to be admitted to intelligent fellowship in this epoch-making undertaking for universal human welfare.

FOOD WILL WIN THE WORLD

America seeks the goodwill of all nations, as Germany aimed to be feared of all.

The foundations of the new world to be built after the war will be laid in goodwill among men.

The state makes treaties; goodwill gives them validity.

Just and lasting peace will be secured in the friendship of all who sit at the common table.

The shortest, surest way to goodwill is through sharing food with those whose need is greater than ours.

COMMISSIONER CLAXTON APPROVES

In a letter to the schools of America, P. P. Claxton, United States Commissioner of Education, urges teachers and children to continue their efforts to conserve food, and heartily approves the plan to set aside Friday, December 6, as "Food Conservation Day." He writes as follows:

The great world war has at last ended in victory for freedom and democracy, but our duty and task of conserving food do not end with the war. For the present they become more important. For four years we have helped to feed the peoples of Belgium and Serbia and Poland and Northern France, the soldiers and peoples of the Allied nations at war, as well as the peoples of neutral nations, then our own soldiers at home and overseas. To these we must now add the millions of hungry and starving men, women, and children of Russia, and of the Central Empires of Germany, Austria-Hungary, Bulgaria, and Turkey, which have been our enemies. Their lives depend on our industry, thrift, and generosity.

Through all these years the children and teachers in the schools of America have done their full part in a way of which they may well feel proud. I feel sure that they will continue their efforts with hearty good will until our soldiers and the soldiers of our Allies are home again and until the people of the war stricken countries of Europe are able again to help themselves.

I approve most heartily the plans of the Food Administration to make the 6th day of December Food Conservation Day in the schools and I sincerely hope that all the schools of the country will assist heartily in these plans.

A PROGRAM FOR FOOD DAY IN THE SCHOOLS OF AMERICA FRIDAY, DECEMBER 6, 1918

A patriotic program. Every pupil now in school should share his country's desire to establish and to maintain Liberty and Peace throughout the world. To accomplish this end we must fight famine in the countries released from German oppression. We have promised to help the famished peoples of Europe. We must still save food and share food.

1. Arrange a bright, snappy program, lasting at least an hour.

2. Let pupils invite friends, especially members of the family.

3. Sing patriotic songs. *Singing* together promises well for *working* together.

4. Salute the flag. We love it! We are proud of it! Today it is dearer than ever.

5. Have slogans or pithy sentences repeated.

6. Have war verses recited.

7. Read or recite together the "Home Message," page 7.

8. Have upon the blackboard the "Hunger Map of Europe" and the "Food Map of the World." Let different pupils ask and answer questions like the following: What countries have been invaded by Germany? How have they been fed? Have they *abundant* food supplies? *Any* food supplies? How can food reach them? Who will bring it to them? Take each country in turn. Discuss the situation in each.

SAVE OR STARVE

People in Europe are starving and are asking us for bread.

France has lost 2,500,000 men and $30,000,000,000 because of the war. She wants us to loan her money and labor.

America is the richest nation in the world and can save more than any other country to help rebuild the world.

Our own expenses this year will be almost $20,000,000,000.

The only way to pay a debt is to make and to save.

9. Let a student show what foods are found in the various countries and how they reach the various countries now suffering from hunger.

10. Trace the routes of food ships. Tell something of our shipbuilding program.

11. Tell how the railroads help. Follow the lines of the great railroads. Show how many miles food must travel to reach the countries in the grasp of hunger.

12. Let every pupil bring some food which is provided in the community. Read a list of foods produced at home.

13. Make a list of foods in local stores or shops which are brought from a distance. Show on the map how far these foods are brought. Show that we help Uncle Sam when we choose and use foods which do not need to be brought from a distance.

14. Let every class contribute according to its knowledge. The home economics class may present food facts and provide menus. The class in physiology may present the simple facts concerning nutrition. Students in drawing may make posters and decorate the blackboard. The history classes may furnish facts concerning the war, and the geography classes may provide statements concerning various countries which furnish food.

15. Arrange for tableaux, particularly remembering "the common table." A short dialogue or play might show America trying to feed the countries that are suffering from hunger.

16. Let every pupil copy the home message and sign it with his name, adding "Messenger for Uncle Sam." This message should be carried home after school and delivered to the family. The older students, by using carbon paper, can write duplicates enough to provide the message for the younger children who cannot write, but every child should sign his own name as messenger. Extra copies should be carried to families in the neighborhood who do not have children in school. By this means the spirit of the message will enter all homes of the Nation.

Important Suggestion

Use such items of this program as best fit the needs of your school. It is most important that the food message be included. Add local color and perhaps secure a prominent, effective local speaker.

SAVE THE WORLD FROM FAMINE

Food Administrator Hoover Asks Children to Help Save Food and Share With Starving Peoples of Europe

With the cessation of hostilities in Europe, the problem of feeding the hungry is greater than ever before. To enlist all the school children in America in a big program of saving and sharing food, Herbert Hoover, Federal Food Administrator, issues the following appeal which should be read in every schoolroom in America on "Food Conservation Day," Friday, December 6:

To the Boys and Girls of America:

Now that the terrible war is over, you must be glad that you helped to win it by saving food for our soldiers and our unhappy friends across the sea. But our work of feeding hungry people is now to be greater than it has ever been. Many millions of people have been made free by our victory, but they are in the greatest danger of death from starvation. They look to America for food until the next harvest.

We must go on saving and sharing with them as faithfully as ever. And of course you will want to do your part as you have been doing. We have a greater task than any of us can imagine in saving the world from famine, but we can do it if each of us does all he can. I am counting on you.

Faithfully yours,

HERBERT HOOVER.

THE WORLD FOOD CRISIS

The spirit with which the American people responded to the appeals of the European Allies is to a very great degree accountable for the fact that the world is no longer being devastated by war. Had it not been for the service and sacrifice of men and women throughout this country, it would have been impossible to maintain the health and strength of the Allies. Had our food failed, the battle lines would have weakened before the Prussian onslaughts.

Last year we were responding to an appeal to our patriotism, to a call of self-preservation. Now that the world is again free from war we must meet even heavier demands and we must respond even more freely to the call of humanity, altruism, idealism. By many who have considered this a materialistic country, America has come to be regarded as the most idealistic nation on earth. To uphold our ideals we must tighten our belts and buckle down to an even harder grind of constant saving.

Must Export Twenty Million Tons

The magnitude of our exports in the past year is almost beyond comprehension. From a pre-war normal of about 6,000,000 tons, we increased our exports to Europe to 11,820,000 tons in the fiscal year ending June 30, 1918. As a war program we had planned to run this enormous figure up to 17,550,000 tons in the present year. But with the added demands which have been precipitated upon us with the return of peace, we must strain our resources to the utmost and send to Europe every ton of food that can be handled through our ports. This means as a barest minimum, according to the United States Food Administration, that we must export 20,000,000 tons.

If this program should fail, we would have upon our hands the blood of millions who have been freed from the Prussian yoke. Whole nations in Europe are facing starvation. In America they see their only salvation. The extent to which we sacrificed for those who were fighting our battles astounded the world. Our past service for patriotism must be far overshadowed by the sacrifices we show ourselves willing to make for humanity, for the preservation of the ideals for which we fought, and for the salvation of peoples who have been held in oppression.

If the Allies had not been fed by America they could not have maintained their defense against autocracy. Meeting this need on a purely voluntary basis, the American people proved conclusively that democracy is a success and that in time of need it will rise to its own defense. The very fact that the nation is able to rely upon the voluntary effort of our people, thus showing the strength of democracy, has in itself more than justified the existence of the United States Food Administration in the eyes of the world.

THE HOME MESSAGE FROM UNCLE SAM

You have been saying, "Food Will Win the War." You planted, you saved, and you shared, until the war was won.

And now is your work ended? No. A greater work yet remains to be done.

Starving Europe must be fed. Millions of hungry women and children reach out their hands to you. Remember their fearful need.

Keep on saving. Keep on sharing. Waste not one morsel of food. It is sacred.

You love your country. You have proved it in war; prove it now in peace.

America is pledged to fight Famine, to feed a starving world. Will you do your part?

POPULATIONS OF EUROPEAN COUNTRIES

Austria-Hungary	50,000,000
Belgium	7,571,387
Bulgaria	4,755,000
Denmark	2,775,076
France	39,601,509
Great Britain	45,273,622
England	34,045,290
Wales	2,025,202
Scotland	4,760,904
Ireland	4,390,210
Isle of Man	52,016
German Empire in Europe	66,715,000
Greece	5,000,000
Italy	35,598,000
Luxemburg	268,000
Montenegro	520,000
Netherlands	6,500,000
Norway	2,459,000
European Russia	131,796,800
Roumania	7,508,009
Serbia	2,957,207
Sweden	5,680,000
Switzerland	3,741,000
European Turkey	1,892,000

LIVE BLACKBOARD SLOGANS

Serve by saving and sharing food.

Put a new leaf in the "Common Table."

People who cease to fight do not cease to eat.

Our motto: Plain living and high thinking.

War has united us; peace must not separate us.

Hunger may become our worst foe. Let us fight World Hunger.

The "Common Table" of the Allies is now the "Common Table" of the nations of the world.

"To protect the weak as well as to accord their just rights to the strong are the objects of the victors."

"Every man, woman, and child who exercises straight, stern economy is helping to win the freedom of the world."

Even if every sword were immediately turned into a ploughshare there is a winter before us when ploughshares do not count.

TEXT BOOKS ON FOOD PREPARED BY FOOD ADMINISTRATION

Food and the War. A text book for college classes prepared under the direction of the Collegiate Section of the United States Food Administration with the coöperation of the Department of Agriculture and the Bureau of Education. Price 80 cents postpaid. Houghton, Mifflin Company. Boston, New York, Chicago.

Food Guide for War Service at Home. For high schools and general use. Prepared under the direction of the United States Food Administration in coöperation with the United States Department of Agriculture and the Bureau of Education. Price 25 cents. Charles Scribner's Sons. New York, Chicago, Boston.

Food Saving and Sharing. For elementary grades. Prepared under the direction of the United States Food Administration in coöoperation with the United States Department of Agriculture and the Bureau of Education. Price 24 cents. Doubleday, Page & Company. Garden City, New York. A copy of this book is to be furnished free to every elementary school teacher of America. Distribution will be made through the office of the Federal Food Administration of each of the states.

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STATE EDITORIAL BOARDS

State Editorial Boards, each consisting of five members appointed by the State Superintendents, represent the classroom teachers of the several States.

The special food message should be sent to every home.

The Food Administration asks that a Food Conservation Day program be held in every schoolroom on Friday, December 6.

The American Red Cross is carrying on its great work heroically. The Christmas roll call should be answered cheerfully by every voice in America.

It is suggested that teachers send for such publications of the Committee on Public Information as they may wish to have for class or individual use. The list will be found in NATIONAL SCHOOL SERVICE, No. 1 (Sept. 1), and No. 4 (Oct. 15). Of especial importance in the study of the peace terms will be Bulletin No. 21 ("America's War Aims and Peace," by Carl L. Becker). Other important recent publications are Bulletin No. 19 ("Lieber and Schurz," by E. B. Greene) and Bulletin No. 20 ("The German Bolshevik Controversy," by Edward Sisson). The latter pamphlet contains facsimiles and translations of the original documents proving that the Bolshevik leaders were in secret communication with the German authorities during the Bolshevik revolution, and that the revolution itself was arranged for and financed by the German general staff.

"Carry on!" Carry on the self-denial that means relief to suffering humanity; the fine traditions of sacrifice and service that are still needed in a troubled world; the high resolve that men as well as nations shall be free from self-seeking exploitation; the spirit of enlightened discipline that will make democracy safe for the world.

The old enemies of civilization have been defeated, but new enemies are already in the field. Starvation and anarchy form a dual alliance that may be even more terrible than the alliance of Teuton and Turk. We must mobilize our forces against the new foe if we are to prevent devastation and suffering beside which even the wanton and organized aggression of autocracy might seem tame and paltry. At all costs to ourselves, food must be sent overseas as fast as the ships can be loaded and despatched.

With the victory of democracy assured, the great problems of reconstruction have at once assumed a place of primary importance. The new world order which the armies of the free peoples have fought so valiantly to bring about is already upon us. Education as well as politics, industry, and commerce must be reshaped to meet the new conditions. School studies, school aims, and school management can never be again just what they were even in the immediate past. Germany's cunning employment of education to keep her ruling classes supreme and to further her ambitions of world domination has supplied both substantial evidence of the dynamic power of education and convincing proof that it can lead downward as well as upward, backward as well as forward. If we see so clearly what education should not do for a people, there is all the more reason for defining in positive terms what it should do. It is the teachers of the country who must take the lead in reinterpreting educational aims and ideals.

An immediate effect of the war upon the schools will be, we trust, marked improvements in methods of teaching. The war activities have shown clearly the possibilities. The actual fighting is over, but the times still bristle with great problems. With the widely extended horizon that has opened before us, the issues in which all of the people must of necessity be interested, are far more numerous and far more important than ever before. Geography, history, and literature will have new meanings and new life as school subjects, and even the "tools" of knowledge—reading, writing, spelling, and the other language arts, as well as arithmetic—should be touched and quickened by the new evidences of their importance, and taught better because of the skill and insight that have been gained in linking them with the war activities.

The larger problems of educational reconstruction, whatever they may be in detail, are certain to demand extensions and developments of the educational system that cannot be undertaken too soon. A program of health education and of physical training that shall be national in its scope and influence is an immediate necessity. The Americanization of the immigrant population and the reduction of adult illiteracy are both problems that the war has brought into sharp relief. The rural and village schools, in which more than one-half of the nation's children are enrolled, certainly cannot, under the new order, continue to suffer from the neglect that has heretofore handicapped their progress. And certainly our great democracy will not long rest content under the stigma of giving less attention to the preparation of its teachers than does any other nation of similar rank, nor will the inadequate recognitions and rewards of teaching be long tolerated by a people who have recognized the public schools as essential safeguards of democratic institutions.

TWO WAYS OF REGARDING HUNGER

The German Way

Starvation must serve our purpose. So we set it to work for Germany. By starvation we can accomplish in two or three years in East Poland more than we have in West Poland, which is East Prussia, in the last hundred years. With that in view, we propose to turn this force to our advantage—GENERAL VON KRIES, *of the German Army, 1915.*

The American Way

In addition to the supplying to those to whom we are already pledged, we now have the splendid opportunity and obligation of meeting the needs of those millions of people in the hitherto occupied territories who are facing actual starvation. The people of Belgium, Northern France, Serbia, Roumania, Montenegro, Poland, Russia, and Armenia rely upon America for immediate aid.—HERBERT HOOVER, *United States Food Commissioner, 1918.*

WAR SAVINGS CONTINUED

According to a recent announcement of the Secretary of the Treasury, a new $5.00 War Saving stamp will be placed on sale early in 1919. The stamp is blue in color and bears the profile of Benjamin Franklin, the apostle of saving, and first Postmaster General of the United States. The new series will have a maturity date of January 1, 1924, and will be issued on the same terms and in the same manner as are the present series of 1918. The thrift stamps and thrift cards now in use will be continued and will be exchangeable for the new War Savings stamps.

LEST WE FORGET

The tumult and the shouting dies.
The captains and the kings depart.
Still stands our ancient sacrifice—
An humble and a contrite heart.
Lord God of hosts be with us yet—
Lest we forget! Lest we forget!
—*Rudyard Kipling.*

WAR LECTURES AND LANTERN SLIDES

You can show your pupils the most interesting phases of the Great War by means of lectures and lantern slides which the Committee on Public Information now has ready for delivery. From them your students will learn how the army was trained, what kind of weapons were used in the trenches, how airplanes are made, and what the aviators do. No doubt, too, your pupils wish to hear about our wonderful navy and what it has accomplished in the war. How ships appeared like magic, how troops were transported and cared for, and how our soldiers work, fight, and play, are all shown in pictures which tell a true story more charming than the tales of old. The following is a list of lectures and sets of lantern slides which are available:

The Call to Arms—58 slides	$8.70
Trenches and Trench Warfare—73 slides	10.95
Airplanes and How Made—61 slides	9.15
Flying for America—54 slides	8.10
The American Navy—51 slides	7.65
The Navy at Work—36 slides	5.40
Building a Bridge of Ships—63 slides	9.45
Transporting Army to France—63 slides	9.45
Carrying Home to Camp—61 slides	9.15

With each set of slides is furnished the printed text of the accompanying lecture.

If preferable, the war photographs from which these slides were made, may be had in collections at ten cents each. There are also 25,000 other war photographs from which a collection on any war subject may be secured. Order a collection now for your school, your college library, or your historical society, for it will be impossible to obtain these war photographs at such prices after the war.

Address all orders for pictures, lectures, and slides and make all money orders payable to the DEPARTMENT OF SLIDES, COMMITTEE ON PUBLIC INFORMATION, 6 West 48th Street, New York City.

PUBLIC HEALTH AND ARITHMETIC

Suggestions from Surgeon General Blue of the United States Public Health Service Designed to Introduce Health Statistics as Subject-matter for Teaching Arithmetic

(1) For the following cities show what per cent of the total deaths were caused by "Spanish" influenza and pneumonia.

SIX WEEKS OF INFLUENZA EPIDEMIC

	New York	Chicago	Boston	Washington	Phila.
Total deaths (all causes)	19,913	11,479	5,226	2,643	15,691
of which there were deaths from influenza and pneumonia	12,597	7,497	3,918	1,898	12,240

(2) The populations ascertained at the federal census enumerations of 1900 and 1910 for a certain group of large cities were as follows.:

	New York	Boston	Chicago	San Francisco	New Orleans	Phila.
1900	3,437,202	560,892	1,698,575	342,782	287,104	1,293,697
1910	4,766,883	670,585	2,185,283	416,912	339,075	1,549,009

Assuming that the population of these cities has continued to grow at the same rate, *i. e.*, adding to itself each year one-tenth of the increase which occurred in the ten year period, 1900-1910, what is the estimated population of these cities in 1918? What will it be in 1919? What was the percentage increase in each of these cities in the ten year period, 1900-1910?

(3) When the present epidemic of "Spanish" influenza invaded the larger cities of this country, the disease appeared to reach the greatest prevalence in the fourth or fifth week. Following are figures showing the death rates (per 100,000 population) from influenza and pneumonia in certain large cities, the deaths being arranged according to the week of the epidemic in these cities. For any two cities construct a simple graph showing the facts here given.

City	Population 1917	Week preceding epidemic	Week of Epidemic					
			First	Second	Third	Fourth	Fifth	Sixth
Philadelphia	1,735,514	4.4	40.7	151.8	264.9	174.1	69.3	26.6
Baltimore	594,637	3.2	19.7	94.6	258.7	180.5	66.8	24.7
Washington	370,000		10.3	48.9	147.9	163.8	100.5	41.6
Boston	767,813	6.0	34.5	101.0	158.4	133.9	76.7	16.4
Chicago	2,547,201	3.6	16.4	41.2	82.7	92.9	57.7	28.9
New York	5,737,492	3.3	12.8	37.0	73.9	90.8	76.8	29.8

(4) Deaths from the so-called "respiratory diseases" are more numerous in the winter and early spring months than at other times of the year. Following are the total deaths from acute respiratory diseases (pneumona, bronchitis, and influenza) in New York City arranged by months. The above is a simple graph showing the facts set forth.

Jan.	Feb.	Mar	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
1,305	1,284	1,481	1,343	1,118	774	557	487	473	633	826	1,213

The Surgeon General is strongly of the opinion that the use of health data as subject-matter for teaching will do much to arouse interest and a better understanding of the local health problems, and thus lead to a permanent improvement in health conditions.

Rural Schools

THE CAUSES OF THE WAR

What was the cause of this war? Some people think it happened because Germany sank our ships. That made us go into it, on April 6, 1917, but the war had then already been going on nearly three years. What was the beginning of it?

It was in Serajevo, the capital of Bosnia, a recently acquired province in the south of Austria. The Austrian Crown Prince, Franz Ferdinand, and his wife were visiting this city, and as they drove through the streets, the people turned out in crowds to see them, just as you would go to see the President, or the Governor of your state, or any other great man. But not all the people who came to see them were friendly. Twice an attempt was made on their lives, first with a bomb, then with revolver shots. The first attempt failed, but the second was successful. The Crown Prince and his wife were both killed.

This deed, terrible as it was, was surely not enough to cause this great war, which has killed millions of men, women, and children, and made the whole world poor. Why did not the Austrian government simply punish the man who committed the murder? That is a very hard question to answer, because to understand it you have to know a great many things about the history and geography of Europe. The murder of Franz Ferdinand and his wife was just like a match which, when struck and applied, sets fire to the kindling, which sets fire to the great pile of fuel, which sets the world on fire. What were the kindlings and the fagots? Each of us needs to know this, for this war is the biggest thing that ever happened in the world, and the world will never be the same again because of it. To understand what is going on now, or what will happen for years to come, we must know what this war was all about.

MIDDLE EUROPEAN PEOPLES

Part of the fuel of the European conflagation, as people call this war, is to be found in the confusion of races and peoples in Middle Europe. Let us see how many of these peoples you already know about. Do you know where the Serbs live? the Roumanians? the Bulgars? the Montenegrins? the Albanians? Perhaps you cannot tell the answers to these questions at once, but if you use your map of Europe, you probably can find them.

People Without a Country

You have heard of Poland, the land of the Polish people, and of the Ukraine. See if these countries are on your map. Perhaps they are not, because they are parts of Russia. Poland is in the western part of Russia with Warsaw as its center. The Ukraine is in the south along the shores of the Black Sea. Not all the Poles, however, live in Russian Poland, nor all the Ukrainians in Ukraine, nor all the Roumanians in Roumania, nor all the Serbs in Serbia. Millions of each of these peoples live in Austria-Hungary, a country about as large as the state of Texas. It is called the Dual Monarchy, because it has two main states, Austria and Hungary.

The two ruling peoples in Austria-Hungary are the Germans, of whom there are about 12,000,000, mostly living in Austria; and the Magyars, of whom there are about 10,000,000 mostly living in Hungary. But this is not half. Austria-Hungary has more different peoples than any other European country. There are in this patchwork empire about 5,000,000 Poles; 4,000,000 Ukranians; 3,000,000 Roumanians; 7,500,000 Czecho-Slovaks, chiefly Bohemians; 6,750,000 Jugo-Slavs, including Serbs, Croatians, and Slovenes; 800,000 Italians; and over 375,000 persons of still other nationalities.

Where These People Live

The Poles in Austria-Hungary live in the northern part, adjoining the Polish districts in Russia and in Germany. Until about one hundred twenty years ago, Poland was a great independent kingdom, but in the years between 1772 and 1795 the rulers of Prussia, Russia, and Austria joined in attacking it, and divided up its territories among themselves. Southwest of the Austrian Poles are the Czecho-Slovaks, inhabiting the ancient kingdom of Bohemia, with the city of Prague as their center. To the east of them, next to Ukraine in Russia, live the Ukrainians, or Ruthenians, in northern Hungary. In Bosnia and Herzegovina, the southern provinces of Austria-Hungary, between the Adriatic Sea and Serbia, are the Jugo-Slavs or Southern Slavs, the word "Jug" meaning "South" in their tongue. The people of Serbia also belong to this race. Roumanians, who are also Slavs, but whose name is derived from "Roman," recording the fact that their land was once a part of the old Roman Empire, are found in the eastern part of Hungary, between the Ukrainians and the Jugo-Slavs. The map in NATIONAL SCHOOL SERVICE for November 15, shows the locations of these peoples. Why not make yourself a map showing where each of these live? Use an outline map of Europe, and with colored crayons indicate the lands occupied by them, both in Austria-Hungary and in the countries surrounding.

Divided They Fall

Add the numbers of the two ruling peoples in Austria-Hungary, and then add together all the peoples of the other nationalities in a separate sum. Which is larger? Here are millions of people, who, because they were weak nations, have been conquered first by one great power and then by another, although there are so many of them that altogether they would themselves still make a larger power. But they are separate, and so they have been ruled by Germany, or Russia, or Austria, or Turkey as the case might be, or have been divided among these countries without the slightest regard to their own wishes. The Poles would like to reunite their separated lands, and rule themselves, but they are now divided between Germany, Russia, and Austria-Hungary. The Czecho-Slovaks have already been recognized as a separate nation. The Jugo-Slavs of Croatia and Bosnia-Herzegovina have for years wished to join with Serbia, whose people belong to the same race. They have had patriotic secret societies, which have been responsible for numerous insurrections against their Austrian governors, and for attempts upon the lives of Austrian officials.

The Jugo-Slavs Strike the Match

You remember that it was the assassination of the Crown Prince of Austria and his wife, when they were on an official visit to Bosnia, which was the beginning of the whole war. The assassin was an inhabitant of Bosnia, and therefore a subject of Austria, but he belonged to the Serbian nation.

Austria seized upon this as an excuse for getting rid of the secret society which had given her so much trouble. She also tried to use the assassination as an excuse for weakening the power of Serbia and of preventing her from joining with the Jugo-Slavs in Bosnia-Herzegovina to make a separate state. She sent a note to Serbia, in which she made demands so harsh and brutal that the whole world was astonished. There is not space here to tell all about these negotiations. An excellent outline of the whole Austro-Serbian controversy will be found on pages 29 to 34 of *The Study of the Great War*, published by the Committee on Public Information. This publication is free to teachers, and if they wish individual copies for the use of their students, they may secure them at five cents each. The *War Cyclopedia* is also invaluable in this study. The new edition will soon be ready for distribution, and every teacher should have a copy on her desk. The price will be twenty-five cents.

If you read these two articles carefully, you will see very clearly how the fire was started. But you will still not see how a pile of fuel had been heaped up so high that all Europe was set on fire. How did Russia, and England, and France, and Italy get into the quarrel? These are questions that we have not space to discuss here, but full information will be found in the new edition of the *War Cyclopedia*.

AFTER THE WAR

Over 180,000,000 people in hungry lands look to America for food which no other people can give them.

In their misery and famine, Belgium, Northern France, Central Russia, Servia, Montenegro, Poland, Roumania, and Armenia cry to us.

From us food must come. We must save what we can give.

It is America's mission, our opportunity, to serve.—*United States Food Administration.*

GERMAN GEOGRAPHY

Not German geography, but the kind every class should be studying these days, geography appropriate to the present situation. Put away the course of study, and see how much you can learn or do in your geography class that will help make Food Conservation Day a success. Let your whole school work together, at least a part of the time. Combine the grades above the fourth in this study. The following outline of a series of lessons is suggested. Much of the work may be done by the pupils, singly or in groups, during seat work periods.

Why Save Food Now?

Now that the war is won, why are we still asked to save food?

Famine conditions in Europe. Study the famine map in this issue. Have an outline map of Europe on the board and have pupils indicate on it the different degrees of food shortage, using either colored crayons or different shadings. Have pupils make individual famine maps to take home. Using the population figures in this issue, have pupils estimate the number of people in each food shortage area. Put these figures on the map.

Sources of European food supply. Study the food map of the world in this issue. Have the class make a large food map. Cut out pictures of cows, sheep, hogs, dairy products, sugar beets, sugar cane, corn, wheat, and other grains, and paste them in the areas of production indicated on the food map. Using the index, find out what information the geography textbook gives as to sources of these foods. Compare facts given in the textbook, representing conditions before the war, with present conditions as shown on the map. What countries supplied these foods before the war that are not now supplying them? Why? Let different pupils prepare for the special program short talks on each main article of food, presenting the facts brought out above, and those in Mr. Hoover's article.

Distances of food sources. Why have we not been using the immense stores of wheat in Australia? How long have these stores been accumulating? Why has Europe not been getting sugar from Java and the Philippines? Estimate the number of cargoes a ship could carry to France in a month from Java, from Cuba, from Australia, from the United States. Can we afford to send ships now on these long journeys?

World shortage of foods. Even if we can spare ships to bring food, is there enough of all kinds of food in the world? Use Mr. Hoover's article for information. Bring out also the effect in decreased production of the withdrawal of millions of men from production into military service. How long will it be before Europe can produce any more food for herself? When will the earliest possible harvest occur in Europe?

FOOD CONSERVATION DAY

In this critical hour of reconstruction, every rural teacher should celebrate Food Conservation Day on December 6. Begin preparations at once by making a special study of the world's food situation as suggested in the various articles of this magazine. Then decorate the schoolroom with food slogans, pictures, and posters, and invite the parents. One arrangement of the Food Administration program, suitable for rural schools, is given here.

Fighting Famine Over There Saving, Sharing Over Here

1. For the first number have a simple flag drill, sing a group of patriotic songs, and give a salute to the flag. This drill may be varied by having each child carry the flag of a country recently engaged in the World War. Such flags may be made of colored paper from designs found in the dictionary.

2. Explanation of the hunger map and food map of the world, by an older pupil.

3. The Home Message from Uncle Sam. By an intermediate pupil.

4. Recitation, "Your Food and My food." See NATIONAL SCHOOL SERVICE for November 1, 1918.

5. Food slogans. Have six or eight recited, letting each child make and carry a picture-poster illustrating his statement.

6. Food songs. Make suitable selections from any available songbooks or teachers' journals.

7. Dramatization of some story relating to the sharing of food. "The Tongue-Cut Sparrow," "How the Woodpecker Got its Red Head," or the food stories in the Primary section of this magazine are appropriate.

8. Four-Minute speeches. Our ships and food; our railroads and food; or why we should feed Europe. Illustrate with maps, diagrams, and pictures.

9. Recitation. The Famine, from Hiawatha.

10. How this community can help in the food crisis. A talk by the county agricultural agent, or home economics leader, or a citizen of the community.

11. Food tableaux. Selected from the Intermediate section of this magazine.

PIG CLUBS AND FOOD SHORTAGE

Study the summary of food facts given in Mr. Hoover's address. Of what products has the world a sufficient supply? Of what is it short? In which product is the shortage most serious? What does Mr. Hoover say regarding relief in this field of shortage? Why will hog raising relieve the meat shortage more quickly than will beef raising?

There are twelve million rural and village school children in the United States. If each country school pupil raised one pig weighing 200 pounds when sold next fall, how many pounds of pork would this contribute to the world's supply of meat? What percentage would this be of the total amount needed? If but one half, one third, or even one fourth, of all our country children raised pigs how many pounds of meat could they produce in each case?

Follow this introduction by getting the children to write to their state club leader or to the Boys' and Girls' Club Division, of the States Relations Service, Department of Agriculture, Washington, D.C., for bulletins on pig clubs. Though the study of these bulletins and the help of your county agricultural agent or club leader, get each child in your school to undertake pig raising this spring. No more effective service could be undertaken by children at this time for the world's relief of hunger.

Primary Grades

PEACE TIME SACRIFICES

The times have dramatized for us the meaning of American citizenship. Even the smallest children have been responding generously during the year and a half of war. They have been expressing their patriotism in the performance of practical everyday tasks, now knitting, now gardening, sometimes saving, sometimes giving, but always with a proud consciousness that they were being of service to their country and to others.

Arousing wartime patriotism has been a comparatively simple task. It is easy to keep in step to the rhythm of beating drums and martial music. But what of the days to come when the shouting and the tumult dies?

Stories of valiant deeds are not all told. Oportunities for self-sacrifice and helpfulness are not all past. If we can only continue to translate our little citizens' ideals of patriotism into terms of service, we shall go far toward preserving that great Democracy for which we have been fighting.

A QUEER WELCOME HOME

Along the road to Chateau Thierry came a little cart drawn by a small donkey. Jules and Marie, with their grandmother, were returning to their home. The cart contained a few quilts and pots and pans, all they had been able to save on that terrible day last spring when they had fled from the guns of the Germans.

As they slowly approached the home village, the children were talking excitedly.

"Oh, I hope my rabbits were not killed," said Jules. "I let them all loose the day we came away."

"And the chickens! There were such cunning little ones," said Marie. "What do you think became of them?"

"I hope the brave Americans got them if any one did," said Jules.

"I love the Americans," said Marie. "One of them gave me some chocolate."

"They are our friends," said Jules. "They came across the great ocean to help us. France will never forget them."

Just then the donkey stopped. Grand-

mother and the children looked about them. Everywhere there was nothing but ruins, broken bricks, and crumbled walls. Grandmother was puzzled. Her little home was gone and there was nothing to tell her where it had stood. What should she do?

The little donkey knew. He started off across a pile of stones and mortar and stood still in front of what had once been his stable door. Then he looked around as if to say: "What are you waiting for? This is home?"

Then grandmother and the children got down. They soon discovered familiar objects in the ruins.

"See, Grandmother!" cried Jules, tugging at something under the stones. "Here is my own little chair!"

"Oh, my doll, my pretty doll!" wailed Marie," bringing to light a badly crippled dolly. "Never mind, I'll bandage your head like a wounded soldier's," she added.

Grandmother was thinking sadly of the pretty cottage with its fine little garden that had been there in the spring. Now, it was almost winter, too late to plant again. Where was she to find food and shelter for herself and the children?

"Hello! Want some help?" sang out a cheery voice behind her.

Grandmother turned to find several smiling American soldiers making friendly offers of help.

And help they did. In a short while they had cleared a place and built a shelter for Grandmother and the children. Then they went to the village and brought hot soup and a loaf of bread.

When the soldiers left, the children waved good-bye to them as long as they were in sight.

"I love them," said Marie again. "I do not understand their speech, but their eyes are kind. I know they are our friends."

"They are brave men," Jules agreed. "They drove the Germans from Château Thierry last summer. When I am big I will fight for America."

FOOD FOR RETURNED REFUGEES

Tell the story of the home coming of Grandmother and the children. Why had they left their home? Who had been taking care of them? The Red Cross perhaps. Why do they go back now? Because it is their home and they love it. Who will help them rebuild it? Our soldiers, perhaps, or the English. This is the beginning of the winter season in northern France. Let children talk about winter as they know it, weather conditions, changes in outdoor life, our preparation for winter, storing of our harvest. Contrast conditions among the refugees, with their devastated fields. Talk about work that must be done so that gardens may be planted in the spring. Grandmother and the children have no food saved for winter. Who will feed them? The Red Cross perhaps or some people selected by the French government. Where will the food come from?

The Sunday supplements of recent newspapers have been showing pictures of refugees returning home and of the battle-scarred regions of Belgium and France. The famine and food maps on pages 4 and 5 of this issue tell plainly the story of the food situation in Europe.

THE CAPTAIN OF THE SUGAR BOWL

In the issue of October 15, we told of seven-year-old Fred, Captain of the Sugar Bowl, who stands guard over that dining table fixture and sees that no one in his family gets more than a fair share.

There are getting to be many such Captains all over the country. Any boy who wants it can take such a commission. The father of one, in Massachusetts, wrote as follows:

The Captain of the Sugar Bowl
Is very fierce and firm,
He watches every one of us,
And when it comes my turn,
He frowns at me and scowls at me
And says: "Now, Daddy, stop!
You cannot have a bit to-night,
You took an awful lot."

And then I hang my head in shame
Before this Captain bold,
For I have learned obedience
And do as I am told.
Of course I know I'm forty-two,
And Captain's only eight,
But Mr. Hoover's back of him,
And well I know my fate.

—*Sarah Louise Arnold.*

JACK'S FOOD HELPERS

Little Jack's mother had been telling him about the needy little children in Europe.

"I wish I could earn some money to help," he said.

"Why don't you raise some corn and sell it?" his mother asked. So Jack started a garden.

"Who'll help prepare the ground?" said he.

"I will," said the spade.

"And we will," said the rake and the hoe.

Soon the ground was prepared and Jack planted the corn.

"Who'll help my corn to grow?"

"I will," said the sun.

"And we will," said the rain and the dew.

Soon green blades were seen. They grew taller and taller and then tiny ears appeared.

"Who'll help feed and ripen my ears of corn?"

"I will," said the roots.

"I will," said the leaves.

"And I, too," said the breeze.

Soon the ears were ripe.

"Who'll help pick and husk and shell my corn?" asked little Jack.

"I will," said brother.

"I will," said sister.

"I, too, will help," said Jack.

"And now, who'll help sell my corn?"

"I will," said the basket.

"I will," said the horse.

"I will," said father.

So the corn was sold and Jack had money to give to buy food for the little girls and boys across the sea.

Arrange to tell or to read and dramatize this story as a part of the Food Conservation Day program in the primary grades.

OUR FOOD PLEDGE

I promise in the world's great need
To be a helper true.
I'll try to save with all my might,
And what I can, I'll do.

I will be careful of the things,
I use at school or play,
I'll leave no food upon my plate,
That must be thrown away.

All this I will do cheerfully,
And not complain of it,
Because I am American
And want to do my bit. —*L. C.*

Intermediate Grades

THIS WINTER'S FIGHT

We must help feed all Europe, according to Mr. Hoover. This means that the phantom Famine must be driven out. The situation must be faced by the children, who are called upon to help save and share.

Show the map in this issue depicting the famine conditions in Europe. The black spots appear first. Let the children find the famine countries on their own maps. Make a list of them. Deal similarly with those having food shortage approaching famine. Then, find the countries which have sufficient food for present need. The reasons for the bad food conditions are evident. Russia has had three mighty foes, climate, internal troubles, and German thievery. Germany has been unable to reach her colonies and to import food as she has always had to do to feed her people, and her crops were poor last year. England, France, and Belgium have enough food for present needs because the United States has kept the food streaming to them. Spain was not at war and could receive supplies from other countries. The immediate problem for the children is to show how to alleviate the distress in the famine portion of the Old World. Let them discuss, using the food map, where the food is to come from and how it it is to be transported.

LIVING FOOD PICTURES

Food Conservation Day for World Relief is Friday, December 6. The following tableaux will fit in with the program for that day. Let a child announce the names of the pictures as they are shown.

1. *The Famine.* Famine is the central figure standing at the back of the stage towering over all. Her face is turned away, her dark, dirty cape is in rags. She holds a shawl drawn tightly over her head. She has one little child by the arm about to drag it away. Other children crouch in fear while a few lie prostrate at her feet.

2. *The Bread Basket.* Five children are grouped in the picture, representing the United States, India, Australia, Argentina

and Canada. Each holds a large basket filled with bread. On each basket in large, black print are the words, "Bread from (name of the country)." United States carries the largest bread basket. If possible dress the characters to represent the countries, taking suggestions from pictures in geographies and readers.

3. *The Meat Platter.* Australia, New Zealand, Canada, Argentina, and the United States. Each carries a large platter high over his head. A placard labeled, "Meat from (name of the country)" is hung about the neck of each boy.

4. *The Sugar Bowl.* Hawaii, Philippines, Java, Cuba, and United States. These are little girls. The United States is much larger than the rest. Each carries a large sugar bowl. One or two hold their bowls out as if eager to give them away. Java dips her finger in hers as if to say, "It is good." Hanging from each bowl is a placard, "Sugar from (name of the country)."

5. *The Butter Tub.* Canada and the United States hold between them a large tub on which is printed in bold type, "Butter from Canada and the United States."

6. *Relief and Plenty.* This is like picture 1 with the figures arranged on a raised platform at the back of the stage. The children from tableaux 2, 3, 4, and 5 are kneeling with their faces toward the children and Famine in picture 1. Numbers 2, 3, 4, and 5 hold out their food to the starving children. As soft music plays the stage becomes lighter. Famine begins to straighten up, drops her shawl from her head and her ragged cape from her shoulders. This discloses a white dress beneath. She turns about slowly so that the class can see her face. She feels the magic of the little children's gifts, and is transformed into a beautiful lady, Plenty, the word showing plainly across her breast.

As Famine changes, the prostrate children begin to rise, move slowly toward Plenty, and group themselves about her clinging to her skirts and looking up at her trustingly. Then, seeing the gifts held out by the various countries, they stretch out their hands to receive them.

WHY SEND FOOD TO GERMANY?

Your pupils are very sure to ask this question. Have a class discussion of the question in opening exercises or during the language period. Set a time for the discussion, several days ahead, and meanwhile have the pupils prepare themselves by reading or talking the question over with others. Use material in this issue and in current papers and periodicals. It will stimulate discussion to have the class divide itself into two parts, one to maintain the affirmative, the other the negative of the question.

Junior Red Cross Uniforms

SEND THESE MESSAGES TO EVERY HOME

Every home in America should give a one hundred per cent answer to the Christmas Roll Call of the American Red Cross.

Plan at once to hold the Food Conservation Day program on Friday, December 6, as requested by the United States Food Administration. Send to every home the "Home Message," on page 7.

Five million more good books are needed at once for our soldiers and sailors overseas. Read the call on page 3, and have the pupils help make a collection of good books to send at once.

Discontinue the collection of fruit pits and nutshells. The War Department, through the Gas Defense Division of the Chemical Warfare Service, requests that these collections be discontinued and that only carload lots already collected be shipped to them. More than 100 carloads have been collected since the first call.

"THIS IS MY BEST WRITING"

The Food Administration has asked every boy and girl to copy "The Home Message from Uncle Sam" to take home. The parents will read the message with more eagerness and pride if it is well written and in good form.

UNTO THE LEAST

Dolls neglected on the chair,
Dishes broken, table bare,
Gretchen kneeling Over There,
Shrunken lips are dumb.
Empty plate she holds on high,
Then escapes a feeble cry:
"I'm hungry! Do not let me die!
Dear Christ, please send a crumb."

Dolls all dressed and clean and dear,
Wide-eyed at the table peer,
Mildred, busy Over Here,
Busy as can be.
"Darlings, you must all be fed.
No, no butter. Take less bread.
Pile them on this plate instead
To send across the sea."

Over Here the call has come.
Over There, the humble crumb.

—*A. W.*

FOUR MINUTE SPEECHES

Have pupils prepare for the Food Conservation Day program four minute speeches on "Why We Must Send More Food Than Ever to Europe." Have the talks answer the following questions as an outline:

How great is Europe's need for food?

Shall all the people of Europe be fed?

Is there enough food in the world to do it?

Can all these food supplies be used now?

What are the most important things for us to do?

SOME SALVAGE FACTS

Where do the old newspapers go? To the mills where they are used in making low grade paper and pasteboard.

What are the old books used for? The ink is taken out of the paper with chemicals and the paper is run through a machine and made into paper again.

How much is old tin worth? If it is pure tin, it brings from 68 to 70 cents a pound. Tin is not mined in this country and during the war it was impossible to obtain it from the mines of Wales. Tin cans are made of sheets of iron with a plating of tin.

What becomes of the old rags? If they are woolen rags they bring fifty cents a pound because they are used in weaving "shoddy." This is made by grinding the woolen cloth and spinning it with about 35 per cent new material. White serge or flannel rags are the best because they are not dyed. Cotton rags make excellent paper.

HOME GROWN CHRISTMAS DINNERS

Have a food exhibition at school. Let the children bring from home samples of all the vegetables and fruits grown in their own gardens and preserved for winter. Some will be canned, some dried, and some direct from the cellar. Those who raise live stock may prepare lists of what they raise. From the exhibitions and the lists, plan several well balanced Christmas dinner menus, all to require strictly home grown food products.

RED CROSS CHRISTMAS TABLEAUX

As a part of the Red Cross Christmas Roll Call program, simple tableaux are valuable. If a stage is used the curtains may be drawn apart far enough to display the picture. The children in the picture do not speak but the reader at the side may tell what the picture represents.

Tableau 1. A tiny, ragged refugee, holding out her hands. Reader: I am a little French girl from Rheims. My father gave his life for France and Liberty. My mother and I lived in a cellar two years under bombardment until she was killed by a shell. I am only six. The Red Cross is taking care of me and of thousands like me.

Tableau 3. An old French woman with white cap and simple kerchief holding by the hands her two grandchildren in little black aprons. The children look up into the face of their wrinkled old grandmother. Reader: I am an old French woman with my grandchildren. For four fearful years we have been behind the German lines. The retreat from the Hindenburg line left us back under the blessed tri-color. Our village is gone, our field is spoiled. The good men of the Red Cross have fixed up a home, and a school for the boys, and have found a new field for me to cultivate. Such

help is saving France for a better day.

Tableau 4. A soldier dressed in a warm robe, sitting in a chair over the back of which a Red Cross nurse is bending. She guides the fingers of the soldier as he weaves a basket. The soldier is blind. Reader: I am a soldier of France blinded in the battle of Verdun. The wonderful Red Cross women are teaching me to see with my fingers, and to work. With their help, I shall still be of some use to France and to my family.

Tableau 5. A sweet faced American woman busily knitting. At her knee stands an American boy reading from a large book. Reader: I am an American boy in the public school. My father died when I was little and my two big brothers who supported me have gone to war. But the Red Cross home service will see us through and I shall stay in school.

Tableau 6. Two French soldiers seated at a table on which a fine hot lunch is spread. A Red Cross canteen worker smilingly helps them. Reader: We are French soldiers detached from the company and on short leave. Covered with mud and weary after fighting, we should have had no heart to "carry on" had not the Red Cross given us new life and courage. Good food, war beds, a chance to rest, to wash

Junior First Aid Tableau

off the dirt, and to take a new grip on life —that is what the Red Cross canteens scattered through France are giving your weary fighters.

Tableau 7. The Greatest Mother in the World. A mother, or a teacher, dressed in white wearing the Red Cross veil, is seated in a large chair. On the wall behind her is a sheet on which is pinned a huge red cross. The pose is quite like that in the poster which so many have seen except that in the hands of the Greatest Mother in the World is a large book or scroll. Reader: Through me the miracles of the war are wrought. Though I have accomplished much there is still more to do. You have seen and heard how my work goes round the world. The mothers and fathers of America make my work possible. Come, for the sake of all the bright children in the world, my children and yours, join the Red Cross for another year and help the Greatest Mother in the World to care for our boys who have won the great war of the world, the war for Democracy.

The children of the school, who have been instructed beforehand, may then lead their parents up to the stage where the Greatest Mother takes their subscriptions for the new year.

Upper Grades and High School

INTERNATIONAL LAW AND THE HAGUE CONFERENCES

Aim: To show a proposed peaceful means of settlement for international disputes; approximate time 30 to 45 minutes for each lesson.

Lesson I.
International Law

1. Community law. *a.* Reciprocal rights of protection by the community and obedience to the law by the individual.

2. Relations of nations to each other. *a.* Idea of right to maintain existence and increase power by contests of strength (wars). *b.* Gradual growth of idea of a community of nations.

3. International law. *a.* What it is: Illustrate by keeping of treaty obligations, by punishment of piracy, etc. *b.* Growth of its rules: 1. By custom. 2. By agreement among nations. *c.* Attempts to strengthen it. 1. Conferences of nations: Geneva (1864); The Hague (1899 and 1907). *d.* Germany's opposition.

Lesson II.
The Hague Conferences

Preparation: Recall Germany's opposition to the extension of international law.

Presentation: 1. Growth of sentiment for peace. *a.* Public opinion; peace societies, meetings; distribution of pamphlets.

2. The First Hague Conference. *a.* Call by the Czar. *b.* Meeting at the Hague, May 18, 1899. 1. Delegates, (from what principal countries?) 2. Questions considered: disarmament; arbitration; Hague Peace Tribunal. 3. Opposition of Germany and Austria.

3. The Second Hague Conference, June 15, 1907. *a.* Called at the instance of Russia and the United States. *b.* Meeting. 1. Delegates. 2. Questions considered: disarmament and mpulsory arbitration; rules for the actual conduct of warfare.

4. Results of the Conferences. *a.* Negative results. Failure of attempts to limit armament and to render arbitration compulsory due to opposition of Germany and Austria. *b.* Positive results. 1. Arbitration in principle accepted by civilized world. 2. International law formulated. 3. Tribunal established at the Hague.

FAIR PLAY WITH GREAT BRITAIN

Can we not, in view of all that has passed in the last four years, teach our American history with a little more fairness to the great country to which we go for the history of most of our institutions, for our law, and above all for that love of libert, and popular rights that was first expressed in the Magna Charta?

We do not suggest a maudlin affection for Great Britain, but we do ask that you at least be fair in telling the story.

It isn't fair to tell how the British government passed hard laws interfering with colonial industries, unless we tell that other industries were encouraged with bounties, and that the British laws were far less oppressive than the colonial laws in any other country.

It isn't fair to tell of the Stamp Act and of the other pre-Revolutionary acts unless we tell of the many great Englishmen who spoke and fought in Parliament and elsewhere to keep those acts off the statute books.

It isn't fair to talk about free trade and sailors' rights unless we talk about the even greater interference with our trade and our rights by Napoleon, and unless we point out that Great Britain was in a life and death struggle with the military government of Napoleon, which was much like the military autocracy of the Kaiser.

It isn't fair to tell of the British government's sympathy for the South in the Civil War without telling of the sympathy of the English people for the North.

It isn't fair to tell the pupils about Great Britain's truculence and land-grabbing without telling of the three thousand miles of our northern boundary without a warship on the waters or a gun on the land, or of the many cases in which our disputes with Great Britain have been peacefully settled by arbitration.

It isn't fair to talk about what *we* did in the war without telling of the wonderful vigilance of the great fleet which never, for a minute, during three long years, gave the German fleet a chance to attack the commerce of the rest of the world, or to levy tribute on our rich sea-coast cities, which would surely have been attempted if opportunity had served.

CONTINUE FOOD SAVING

Teachers now have the work of convincing the pupils that, although the war is over, the need for saving food still exists. There are two food maps in this number of NATIONAL SCHOOL SERVICE. One is a map showing where the food must come from that Europe needs to make up her shortage. The other is a starvation map showing those parts of the world which, if not given assistance, will actually starve or be on the verge of starvation, before the next harvest. We see that there are millions of neutrals or of those who were fighting Germany, that need immediate relief in the way of food. These are nations that it has, up to the cessation of fighting, been impossible properly to provision. There are also the refugees and others in the recently occupied districts of northern France and Belgium, who, while under German rule, were insufficiently fed even with the assistance sent by America through Holland.

Central Peoples Must Be Fed

Finally, we must feed the starving people of the countries with whom we have recently been at war. No matter how we think or feel about it, we must do it. We cannot put ourselves in the same class as the military autocracy of Germany which

would deliberately use starvation of civilians as a means of gaining its end. So we must help them.

In the first place we must save fats and meats. During the war the numbers of cattle in Europe have been much reduced for several reasons. The general deficiency in the food supply has increased the consumption of animal foods much faster than they are being replaced. Second, much of the food which normally would be used in feeding cattle was eaten by human beings. If people ate the corn and the bran, there was was not enough left for the cattle.

But it is not merely the meat supply of which we must think. There are two other important uses of cattle that have been seriously affected by the reduction in numbers. First, there is the milk, butter, and cheese supply. These products are extremely important factors in the diet, especially of children. If the children of Europe are to be saved and brought back to sound health, we must help these starved countries to increase their supply of dairy products. This can only be done by increasing the numbers of cattle, and this will come most rapidly, by not slaughtering for meat any of the yearly increase.

Eat Less Meat and Fats

The people of the United States must be willing to eat less meats and animal fat so that the people of Europe may have meat without for a time having to kill off any of their cattle.

In Europe almost all of the work of the farms is done by cattle used as draft animals. They do not use the farm tractor to the extent that we do, so the reduction in the number of draft animals available for farm work will interfere seriously with the rapid reconstruction of the economic and food growing situation.

Vegetable fats of various kinds, such as cotton seed oil, corn oil, and cocoanut oil form valuable substitutes for some of the animal fats.

Teach Saving in the Cooking Class

The problem of food saving will naturally fall heaviest on the shoulders of the teachers of Domestic Science, though there are many valuable suggestions for the teacher of civics or of economic geography.

An important thing is to be sure that the message gets to the home. This means not merely the teaching of the lesson in class, but the preparation of receipts that are of practical use.

By taking up the work along lines similar to those suggested above, and supplementing the story by a practical application in the cooking class, the children will understand more clearly why we must save, and we believe, will be more willing to do the things that will help save Europe and the world from starvation.

FOOD QUESTIONS ANSWERED

What different things does food do for the body?

What special kinds of food are needed for these different purposes?

How much food does your body need each day?

Does everybody need the same amount?

Do you need any special kind of food more than another?

Has everyone the same need for each kind of food?

Doesn't everyone need to know these things? You can find every one of these questions answered in the books prepared by the United States Food Administration. All of these books are usable as reference material in rural schools.

A PRESSING FOOD PROBLEM

A. Pre-war Shipments 5,533,000 tons.

B. Year Ending July 1, 1918, 11,820,000 tons

The length of ship B compared with that of ship A shows the ratio of increase in our wartime food exports to our pre-war exports of the same foodstuffs averaged for three years.

Before the next harvest we must ship to hungry nations twenty million tons of food of all kinds.

Draw a third ship, the increased length of which, compared with that of the other two, will show how the twenty million tons which we must send compare with what we have sent.

RACES IN THE BALKANS

Ask who knows the Bible story which explains why there are so many languages. The Balkan peninsula somewhat a Babel of races and languages.

Two great groups of people found in the Balkans: one, invaders from Asia; the other of European origin.

Recall the invasion of Europe by the Turks. Pupils using maps trace the course of the invaders to Vienna through the Balkan states. Where did the Turks come from? Under which group shall we place the Turks? Another race of Asiatic origin, the Bulgars. Use the map to locate the Bulgars.

Recall the time when Rome was "Mistress of the World"; Roman garrisons and colonies covered much of Europe. Have the pupils find Albania and Roumania.

The people in Serbia and Montenegro are related by race to the people of Russia. These people belong to the Slavic race and are called Slavs.

As the races are mentioned, place each under its proper group.

In the blackboard outline insert the language after the race and country. Turks talk an Asiatic speech, Turkish, but the Bulgars talk Slavic. The Slavs in Serbia and Montenegro talk Slavic, while the people of Roumania speak a corrupted Latin. The Greeks talk a modified form of the ancient language.

Along the boundary lines the inhabitants of Roumania have spread into Bulgaria. The Bulgars have spread into Serbia, Roumania, and Macedonia.

IN FLANDERS FIELDS

A Lesson in Appreciation

Some days in advance of the teaching of the poem make sure that the pupils are familiar with the location of Flanders (the part of Belgium lying near the North Sea); the term, Flemish: love of the Flemish people for their land; comparatively little emigration from it; inhabitants happy, contented, industrious; violation of Belgium's neutrality—master tragedy of the war; location of Ypres.

Have poppies drawn upon board in advance of the lesson. Introduce the lesson by a brief account of the heroism of the Canadians in the second battle of Ypres. Call attention to the fact that Lieut. Col. John McCrea, who had been a distinguished physician in Canada before the war, while serving in this battle had an inspiration to write a message in the form of a poem, called "In Flanders Fields."

"In Flanders Fields" is written so that it can be easily sung. The message that it contains is sung from the graves of the heroic dead in Flanders, with the hope that the Allies may continue the struggle.

Tell the story of the "Torch Race" of the ancient Athenians.

Give out copies of "In Flanders Fields."

Give time for thought. Have pupils read silently, while the teacher reads aloud, stanza by stanza.

Discuss the first stanza—(5 lines).

Picture visualized—full of life and color.

1. Poppies—symbol of silent sleep or death—blood red—blowing to music of the wind.

2. Crosses between rows of crimson flowers, telling of places where lie brave soldiers who gave up their lives in the second battle of Ypres.

3. Larks—sweet singers—flying far above the fields—still singing—reminders of happier days—their sweet notes not drowned by the noise of guns below.

Discuss the second stanza—(4 lines).

1. Heroes of a short time ago now lie buried in Flanders Fields covered with immortal glory.

2. Memories of a few days ago. Soldiers enjoyed life and were happy.

Discuss the third stanza—(5 lines).

1. Splendid outburst of patriotism. A silent army cries out from the tomb to the Allies to keep up the fight.

2. The application of the "Torch Race"—carrying on the ideals—picture the "sacred fire" representing the love of liberty now being thrown from the hands of the dying heroes, to us who live, in order that we may defend the cause for which those men died.

3. If we break faith and stop short of the goal for which those sleeping heroes gave up their lives, they shall not rest in peace, even though the poppies, "the sleep flowers," blow in Flanders Fields.

The musical quality of the stanzas has appealed to composers and the poem has been set to music.

Have children again read the poem silently and then the teacher should read it aloud to the class. If the school has a phonograph, the record containing the poem in its musical setting may well be played as a close to the lesson.

PRESIDENT WILSON'S PEACE PROGRAM

THE FOURTEEN POINTS OF JANUARY 8, 1918

The program of the world's peace is our program; and that program, the only possible program, as we see it, is this:

1. Open covenants of peace, openly arrived at; after which there shall be no private international understandings of any kind, but diplomacy shall proceed always frankly and in the public view.

2. Absolute freedom of navigation upon the seas, outside territorial waters, alike in peace and in war, except as the seas may be closed in whole or in part by international action for the enforcement of international covenants.

3. The removal, so far as possible, of all economic barriers and the establishment of an equality of trade conditions among all the nations consenting to the peace and associating themselves for its maintenance.

4. Adequate guarantees given and taken that national armaments will be reduced to the lowest point consistent with domestic safety.

5. A free, open-minded, and absolutely impartial adjustment of all colonial claims, based upon a strict observance of the principle that in determining all such questions of sovereignty the interests of the populations concerned must have equal weight with the equitable claims of the Government whose title is to be determined.

6. The evacuation of all Russian territory, and such a settlement of all questions affecting Russia as will secure the best and freest coöperation of the other nations of the world in obtaining for her an unhampered and unembarrassed opportunity for the independent determination of her own political development and national policy, and assure her of a sincere welcome into the society of free nations under institutions of her own choosing; and, more than a welcome, assistance also of every kind that she may need and may herself desire. The treatment accorded Russia by her sister nations in the months to come will be the acid test of their good will, of their comprehension of her needs as distinguished from their own interests, and of their intelligent and unselfish sympathy.

7. Belgium, the whole world will agree, must be evacuated and restored without any attempt to limit the sovereignty which she enjoys in common with all other free nations. No other single act will serve as this will serve to restore confidence among the nations in the laws which they have themselves set and determined for the government of their relations with one another. Without this healing act the whole structure and validity of international law is forever impaired.

8. All French territory should be freed and the invaded portions restored; and the wrong done to France by Prussia in 1871 in the matter of Alsace-Lorraine, which has unsettled the peace of the world for nearly fifty years, should be righted, in order that peace may once more be made secure in the interest of all.

9. A readjustment of the frontiers of Italy should be effected along clearly recognizable lines of nationality.

10. The peoples of Austria-Hungary, whose place among the nations we wish to see safeguarded and assured, should be accorded the freest opportunity of autonomous development.

11. Roumania, Serbia, and Montenegro should be evacuated; occupied territories restored; Serbia accorded free and secure access to the sea; and the relations of the several Balkan States to one another determined by friendly counsel along historically established lines of allegiance and nationality; and international guarantees of the political and economic independence and territorial integrity of the several Balkan States should be entered into.

12. The Turkish portions of the present Ottoman Empire should be assured a secure sovereignty, but the other nationalities which are now under Turkish rule should be assured an undoubted security of life and an absolutely unmolested opportunity of autonomous development, and the Dardanelles should be permanently opened as a free passage to the ships and commerce of all nations under international guarantees.

13. An independent Polish State should be erected which should include the territories inhabited by indisputably Polish populations, which should be assured a free and secure access to the sea, and whose political and economic independence and territorial integrity should be guaranteed by international covenant.

14. A general association of nations must be formed, under specific covenants, for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small States alike.

In regard to these essential rectifications of wrong and assertions of right we feel ourselves to be intimate partners of all the Governments and peoples associated together against the imperialists. We cannot be separated in interest or divided in purpose. We stand together until the end.

THE FOUR POINTS OF JULY 4, 1918

There can be but one issue. The settlement must be final. There can be no compromise. No halfway decision would be tolerable. No halfway decision is conceivable. These are the ends for which the associated peoples of the world are fighting and which must be conceded them before there can be peace:

1. The destruction of every arbitrary power anywhere that can separately, secretly, and of its single choice disturb the peace of the world; or, if it cannot be presently destroyed, at the least its reduction to virtual impotence.

2. The settlement of every question, whether of territory, of sovereignty, of economic arrangement, or of political relationship, upon the basis of the free acceptance of that settlement by the people immediately concerned, and not upon the basis of the material interest or advantage of any other nation or people which may desire a different settlement for the sake of its own exterior influence or mastery.

3. The consent of all nations to be governed in their conduct toward each other by the same principles of honor and of respect for the common law of civilized society that govern the individual citizens of all modern states in their relations with one another; to the end that all promises and covenants may be sacredly observed, no private plots or conspiracies hatched, no selfish injuries wrought with impunity, and a mutual trust established upon the handsome foundation of a mutual respect for right.

4. The establishment of an organization of peace which shall make it certain that the combined power of free nations will check every invasion of right and serve to make peace and justice the more secure by affording a definite tribunal of opinion to which all must submit and by which every international readjustment that cannot be amicably agreed upon by the peoples directly concerned shall be sanctioned.

These great objects can be put into a single sentence. What we seek is the reign of law, based upon the consent of the governed and sustained by the organized opinion of mankind.

THE FIVE POINTS OF SEPTEMBER 27, 1918

As I see it, the constitution of that League of Nations and the clear definition of its objects must be a part, is in a sense the most essential part, of the peace settlement itself. It cannot be formed now. If formed now, it would be merely a new alliance confined to the nations associated against a common enemy. It is not likely that it could be formed after the settlement. It is necessary to guarantee the peace; and the peace cannot be guaranteed as an afterthought. The reason, to speak in plain terms again, why it must be guaranteed is that there will be parties to the peace whose promises have proved untrustworthy, and means must be found in connection with the peace settlement itself to remove that source of insecurity. It would be folly to leave the guarantee to the subsequent voluntary action of the Governments we have seen destroy Russia and deceive Roumania.

But these general terms do not disclose the whole matter. Some ideals are needed to make them sound less like a thesis and more like a practical program. These, then, are some of the particulars, and I state them with the greater confidence because I can state them authoritatively as representing the Government's interpretation of its own duty with regard to peace:

First, the impartial justice meted out must involve no discrimination between those to whom we wish to be just and those to whom we do not wish to be just. It must be a justice that plays no favorites and knows no standard but the equal rights of the several concerned;

Second, no special or separate interest of any single nation or any group of nations can be made the basis of any part of the settlement which is not consistent with the common interest of all;

Third, there can be no leagues or alliances of special covenants and understandings within the general and common family of the League of Nations;

Fourth, and more specifically, there can be no special, selfish economic combinations within the League and no employment of any form of economic boycott or exclusion except as the power of economic penalty by exclusion from the markets of the world may be vested in the League of Nations itself as a means of discipline and control;

Fifth, all international agreements and treaties of every kind must be made known in their entirety to the rest of the world.

Special alliances and economic rivalries and hostilities have been the prolific source in the modern world of the plans and passions that produce war. It would be an insincere as well as an insecure peace that did not exclude them in definite and binding terms.

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WHY A FRENCHMAN LOVES AMERICA

School Children of America Told by Greatest Living French Educator Why He Loves Their Country

"Why I love America" is the burden of this stirring message to the school children of the United States from the greatest living French educator, Ernest Lavisse, best known of the French students of modern history, director of the Higher Normal School in Paris, and member of the French Academy:

"When I was your age, long, long ago, for I am an old man now, I learned to love the United States of America. I will tell you children just how it all happened.

"In one of the houses in the village where I was born, two engravings hung in the parlor. One of these showed a gathering of men seated about a table, the other a great assembly of people standing, and in their midst was a man on a chair with his right hand raised high in the air.

"Underneath the first picture was the inscription, *The Declaration of the Independence of the United States at Philadelphia;* underneath the other, *The Oath of the Tennis Court.* (This oath, which bears much the same relation to the French Revolution that the Declaration of Independence does to the American Revolution, was taken at Versailles, near Paris, on June 20, 1789.)

"I had often read these words; I had no idea of the meaning of *Independence*, nor of *United States*, nor of *Philadelphia*, nor of the *Oath of the Tennis Court*. I gave no thought to them. The only thought that came to me as I looked at these pictures was that the men who were seated appeared to be very quiet, and the men who were standing appeared to be greatly excited; they seemed to be shouting. I noticed furthermore that in both cases they were not dressed as we dress nowadays. That was all that especially impressed me.

"One day, someone gave me the explanation of the two engravings. This was my great-great-uncle, who was over eighty years of age. He was a man of great intelligence who had seen much and who knew many things. He took an interest in me because I was a good little boy and liked to learn.

Declaration of Independence

"He began with the picture of the men seated about the table. He told me where Philadelphia was. He explained to me how the United States had begun as colonies, settled, most of them, by Englishmen who had left England because they were not very happy there. These colonists remained subject to England, but they were determined to preserve the liberties that the English themselves enjoyed in the home country. For instance, they were quite willing to pay taxes, but only on condition that their consent should be asked. England took a different stand in the matter. A lot of discussion followed, and finally there was an open quarrel. The colonies sent representatives to Philadelphia, who drew up the Declaration of Independence. My uncle quoted several sentences from it, which he knew by heart. I did not understand them very clearly, but they struck me as beautiful. I was convinced that these men, who looked so solemn and so wise as they sat there, had acted rightly in doing as they did.

(Continued on page 2)

The Oath of the Tennis Court, From a Painting by David

GERMANY IN REVOLUTION

The Struggles of the Socialist Factions Following the Downfall of the Kaiser

Two days after the revolution broke out in Berlin, on November 9, it was stated that fourteen of the German states, including all the four kingdoms—Prussia, Bavaria, Saxony, and Württemberg—were securely in the hands of revolutionists. Since that time it is probable that every other ruler among the German states has been forced to bow to the revolution. In only one instance, that of the insignificant prince of Waldeck, was it necessary for the revolutionists to depose a ruler because he refused to abdicate. The overthrow of the old regime, therefore, seems to be complete. It is very generally accepted by the entire German nation, including the former emperor, who, on November 28, formally renounced his rights to the Prussian and imperial crowns.

The Council

The central government of Germany is now in the hands of a Council of People's Commissioners, including Chancellor Ebert and four other socialist leaders. Half of the commissioners belong to the "majority socialists," who in general supported the former government in its war measures. The other half are "independent socialists," who distinguished themselves by their opposition to the prosecution of the war. W. S. Solf, former Secretary of the Colonies, has been allowed to remain in charge of the Foreign Office, and Matthias Erzberger, who headed the German armistice delegation, will probably head the German representation at the peace conference. February 16, 1919, has been announced as the day for electing members of a national assembly to frame a permanent government.

The Spartacus Group

A branch of the independent socialists

(Continued on page 3)

WHY A FRENCHMAN LOVES AMERICA

(Continued from page 1)

Oath of the Tennis Court

"The explanation of the picture of the men who were standing was easier for me to grasp, because I knew something of the history of France. My uncle reminded me how, for centuries, France had been governed by powerful kings, who abused their power. In the eighteenth century all France rose up against this abuse. The king, Louis XVI, was obliged to call an assembly of representatives of the nation at Versailles, where he resided. But as soon as the representatives were actually assembled, he had but one idea, and that was to get rid of them. One day he ordered the hall in which they were wont to meet to be closed; thereupon they went to a hall in the tennis court and swore they would give France a constitution that should guarantee the rights of the citizens.

"My uncle had been a teacher for several years at the College of Sainte Barbe in Paris. He knew how to talk to children. I remember now that I thought it out all alone, in my little head, and I was just twelve then, that the two pictures went together because in Versailles, as in Philadelphia, the men declared they wished to be free. Without having a very clear idea of what was meant by liberty, I felt instinctively that it was a fine and noble thing.

"This was not the last talk I had with my uncle. He lived quite near the poor, dear home of my father. I call it a poor, dear home, because the Germans sprinkled it first with oil and then burned it down on the 27th of August, 1914. I used to reach my uncle's house about one o'clock in the afternoon. At that hour he took his coffee, and he used to give me what we call in France a 'canard'; this means a piece of sugar dipped in the coffee. I was very fond of canards, and I like them to this day.

America's Heroes Praised

"He told me that, a few years after the Declaration of Independence, the United States made an alliance with France. He talked of the enthusiasm of the French over the idea that they were about to help a people win their liberty. He almost had tears in his eyes when he spoke of Lafayette. He also praised your heroes. He said one day that the greatest man in history was Washington, which astonished me, for I thought it was Napoleon. And he was never tired of talking of Benjamin Franklin. I learned from him that Franklin had invented the lightning-rod. I had never heard of a lightning-rod before; there was none in our village. Lightning was one of the things I was most afraid of. I had seen it strike a house near ours and I was so frightened that I screamed. So I admired this American who had found out a way to prevent lightning from doing any harm. Then my good uncle quoted a number of Franklin's sayings. He admired them greatly. He narrated the great American's journey to Paris, and told me of the splendid welcome he received there and how everybody was eager to see and hear him. When Franklin died, in 1790, the Representatives of the United States ordered public mourning, and the Representatives of France likewise issued a decree that France should put on mourning in honor of Benjamin Franklin.

Admires American Progress

"So now, my young friends in the schools of America, you know how I learned, when I was your age, to love your country. It seemed to me that the United States and France were two sister nations, generous at heart, devoted to liberty and justice, and that they sought the welfare of humanity. Never have these impressions of childhood been effaced from my mind. Since those days I have followed the history of the United States with the deepest interest. I have admired the stupendous progress your country made as it grew into a great and mighty nation. Very often I have thought over the lessons that my great-great-uncle gave me, along with the lumps of sugar dipped in coffee.

"And now, once more, we Americans and French are fighting side by side. Your star-spangled banner and our tricolor, that came into being almost at the same moment, during the war for American Independence and during the French Revolution, are floating together in the great conflict.

President Wilson's Leadership

"Your President, Mr. Wilson, the most eminent man living today, has stated to the world, and the world has heeded his voice, the noble reasons that led the United States into the war; but we know that to these reasons, in the President's heart, as in the hearts of the American nation, must be added the love and gratitude the United States feels for France. We are deeply moved, more deeply than I can say, by so many evidences of American generosity and charity, so prompt, so lavish, so inventive. We shall not forget the kindly things that have been said to us, nor the magnificent gifts that have been made to us.

American Soldiers in France

"And now, June, 1918, the soldiers of America have been arriving, are arriving, and will continue to arrive, by thousands and thousands. They have already fought gloriously, they will fight still more gloriously, until the day when the world shall behold the triumph of justice, liberty, democracy, and humanity, which Washington, Franklin, Lafayette, and so many others in their day loved, among them my old uncle.

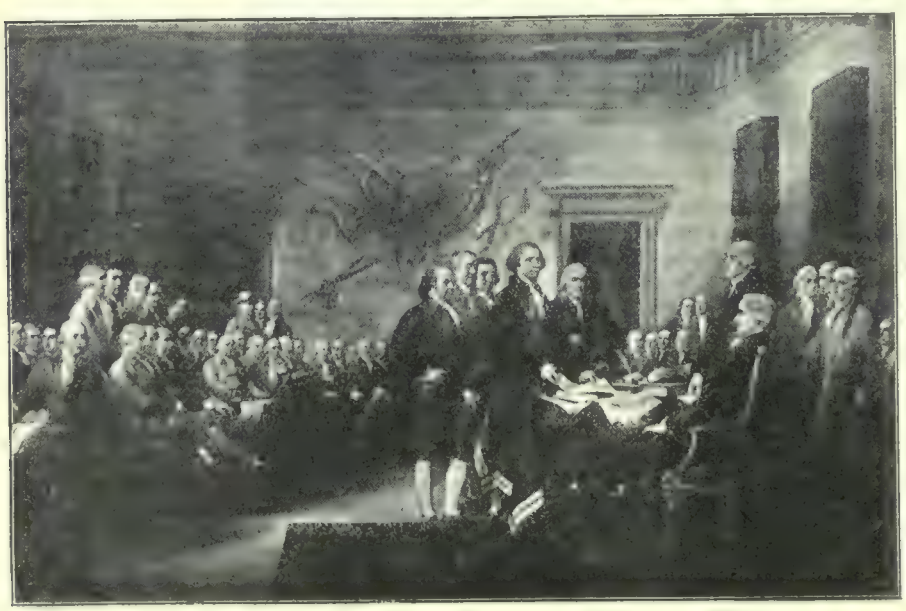
Cellar Schools to Protect Children

"My dear children, as I end this letter, I wish to say a word to you about your comrades in the French schools. Here we have school in the cellar. In Paris, the children are taught to go down to the cellar quickly and in good order, so that whenever a shell falls on the city they will know how to seek refuge underground. At night, when at home, they have often been awakened by the signal which announces the coming of the enemy's aeroplanes. This signal is given by gigantic sirens placed on top of our public buildings. They give out an awful sound that seems to rend the air. Many children have been killed by German shells, in and out of Paris. Every day, lately, thousands of little Parisians have been carried safely out into the country under the care of the city authorities and through the generosity of many persons, the most generous of whom have been Americans. The boys and girls of our schools endure their sufferings bravely and they love their country with all their heart.

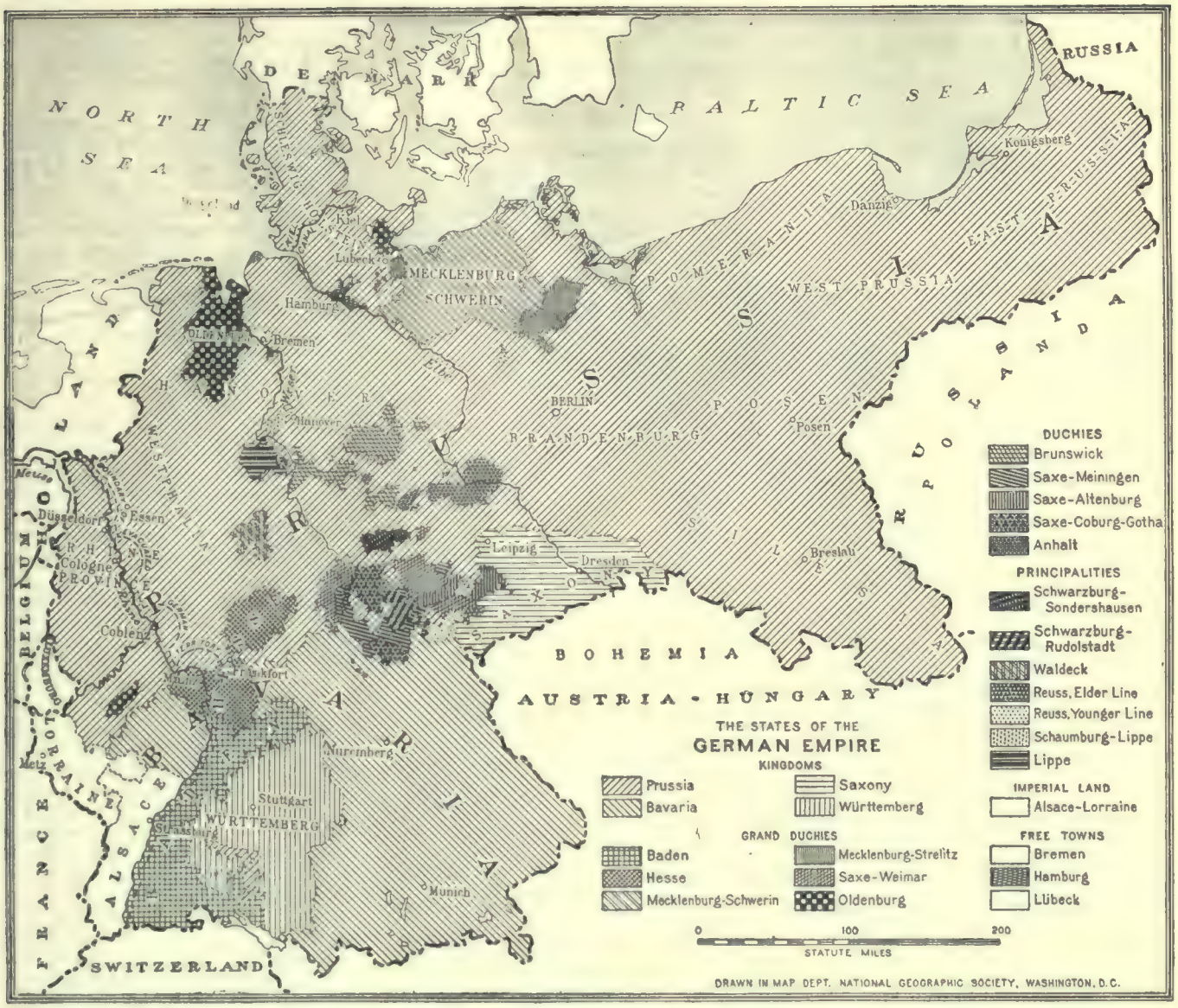
Fighting for a Peace of Justice

"Children of France, children of America, turn your eyes toward the furious battle that is being waged on the devastated fields of France. Your brothers, your fathers, are fighting side by side. And it is for you they are fighting; they are dying so that you may live happy, free, and proud in the peace that is to be founded upon right, the peace that will protect mankind from the mad, criminal ambition of the predatory empires. Down with such empires! Long life to our two democratic republics, which are the hope and the example of generations to come!"

This message is a translation of the introduction to the French war reader prepared by the National Board for Historical Service, and soon to be published by Charles Scribner's Sons for the benefit of the French war orphans' fund.



The Signing of the Declaration of Independence, Philadelphia, 1776



The founding of the German Empire was practically the work of Prince Bismarck, who became chief minister of Prussia in 1862. His reliance, in his own phrase, was upon "blood and iron" and not upon "speeches and resolutions in parliament." By skillful diplomacy Bismarck precipitated war with Austria in 1866, in which Austria was joined by Bavaria, Württemberg, Baden, Hanover, Hesse-Cassel, and other German states. Austria was defeated and was forced to give Prussia a free hand in reorganizing Germany. Schleswig-Holstein, Hanover, Hesse-Cassel, Nassau, and the free city of Frankfort were annexed to Prussia. This was not merely without a popular vote of the peoples of these territories, but against their expressed desire. A North German Confederation was then formed, under Prussian leadership, of all the German states north of the river Main.

To complete German unity Bismarck held that a war with France was necessary. By adroit maneuvering, which included the falsification of a dispatch, Bismarck tricked France into declaring war in July, 1870. In this conflict the whole of Germany sided with the North German Confederation, and as a result of the sweeping victories obtained, the Confederation was, on January 18, 1871, transformed into the German Empire.

At the outbreak of the present war, the Empire had an area of 208,825 square miles and a population of over 67,810,000. About three-fifths of this area and population belonged to the Kingdom of Prussia. The remaining two-fifths was divided into 24 states and one imperial territory (Alsace-Lorraine), as indicated on the above map. The separate states had a measure of local self-government, but the Empire as a whole was controlled largely by Prussia. This was due, not only to the size of Prussia, but because the constitution of the empire was framed to that end. The King of Prussia was *ex officio* emperor, and as such was commander-in-chief of the army and navy, had charge of foreign affairs, declared war, made treaties, and appointed all the higher officials. In the lower house of parliament, or Reichstag, Prussia had 236 votes out of a total of 397. In the upper house, Bundesrat, Prussia had 17 votes out of a total of 61. These are merely samples of arrangements by which the whole government of the empire was practically controlled by the militarist state of Prussia.

Aside from the great disparity in size between the different states, their diversity in rank, their irregular character, and their possession in many cases of outlying parts are features to be noted in the above map.

GERMANY IN REVOLUTION

(Continued from page 1)

known as the "Spartacus Group" bitterly opposes the calling of a national assembly at this time. Their leader is Dr. Karl Liebknecht, who was imprisoned for many months by the imperial government on account of his opposition to the war. While the revolution is still on foot, they wish to force radical economic changes, such as nationalization of the land, and state seizure of the banks and industries. The sympathies of this group are with the Bolsheviki of Russia, and like them they wish to establish—temporarily, at least—a dictatorship of the proletariat, or working class. Changes should be made immediately, so as to be irrevocable. The Council of People's Commissioners maintain that everything should be left to the permanent government established by the national assembly.

Innumerable soldiers' and workers' councils have sprung up throughout Germany. This has been especially true of the large industrial and commercial cities of northern Germany. In Berlin, there was even some question for a time whether the executive committee of the local soldiers' and workers' councils might not seize the authority of the Council of People's Commissioners. At present there seems little likelihood that such a plan can succeed. A general congress of soldiers' and workers' councils was summoned for December 16, to discuss the calling of the national assembly.

The former Progressive and National Liberal parties of Germany have united to

form a new democratic party, made up largely of the middle classes. This new party seeks to guide the revolution in a more moderate direction than that taken by the socialists. Its leaders are confident that they will receive cordial support at the polls, and therefore they have been urging the speedy holding of the national assembly. Many of the adherents of this new party live in the non-industrial and southern parts of Germany.

Separatist Movements

Separatist movements also have manifested themselves in Bavaria, Baden, Silesia, and the Catholic Rhineland. Resentment at the dominant position of Prussia in the old empire, particularly on the part of Bavaria, is a strong factor in this South German separatist movement. In the province of Posen the Poles have seized the opportunity to take over the government, and are planning to join their fellow countrymen of Russia and Austria-Hungary, in the new republic of Poland which will be set up by the peace conference. On the other hand the Germans of Austria are knocking at the door of the new German republic, asking for admission.

Arrangements for Peace Conference

The arrangements for the peace conference in Paris have almost been completed. On November 18, President Wilson announced his intention of going to Europe, and shortly thereafter it was stated that he would head the American delegation. The other members of the delegation are Secretary of State Lansing, Mr. Henry M. White, Mr. Edward M. House, and General Tasker H. Bliss. On December 4, the President, accompanied by a large number of special advisers, sailed for France on the former German steamship, the George Washington.

OUT THERE

What did you see out there, my lad,
That has set that look in your eyes?
You went out a boy, you have come back a man,
With strange new depths underneath your tan;
What was it you saw out there, my lad,
That set such deeps in your eyes?

Strange things—and sad—and wonderful—
Things that I scarce can tell;
I have been in the sweep of the Reaper's Scythe—
With God—and Christ—and hell.

—*London Bystander.*

PERSHING PRAISES SOLDIERS

In his report to the Secretary of War, General Pershing pays a high tribute to the work among the soldiers done by the Y.M.C.A., the Salvation Army, the Knights of Columbus, the Jewish Welfare Board, and other organizations. He adds: "The fact that our soldiers, in a land of different customs and language, have borne themselves in a manner in keeping with the cause for which they fought, is due not only to the efforts in their behalf, but much more to their high ideals, their discipline, and their innate self-respect."

A LEAGUE OF NATIONS

The Outgrowth of Old Desires Joined to New Economic World Conditions—Its Formation a Necessity

The ideal of European unity is an old one, but its development into the present proposals for a world-wide League of Nations is very recent. The older plans in part were the outgrowth of vague feelings of internationalism, of a religious or philosophical character. In part, also, they were based on imperial ambitions or desires of some great state to interfere in the internal affairs of other nations, not for the good of the world order or of the peoples most concerned, but rather for the good of the interfering power. Both these motives operated in the so-called Holy Alliance, which between 1815 and 1830 sought to regulate world affairs in the interests of reaction and despotism, through the agency of a series of congresses of the great European powers.

The New Internationalism

The recent movement toward a better international order has had a sounder basis, in the best interests of all peoples; and it has come forward logically in the twentieth century, side by side with the development of nationality. This new internationalism presupposes the continuance of national states, and arises out of their contacts and common interests. It is the more evidently needed as the number of nations, and especially of struggling nations, increases. Strong nations can no longer exist in isolation, much less weak ones.

The complete breaking down of national isolation, so that every nation is now part of the whole world order, is due to new economic and social conditions, with which our political organization has not kept pace. The chief agencies in drawing nations together are railroads, steamships, telegraph lines, and other means of communication, and those aspects of industry and commerce which make for interdependence. As a result, the past sixty years have seen an increasing multiplication of agencies for international expression and action. These agencies have acted in the main intermittently and in separate fields, but the net result has been to create a marked tendency towards internationalism of thought and action in matters of common concern.

Many International Congresses

Since the holding of the first international sanitary conference in 1850, gatherings or congresses have been held, with varying frequency, to deal with such matters as statistics, sugar duties, fisheries, weights and measures, monetary standards, international posts and telegraphs, the navigation of rivers, submarine cables, private international law, the protection of copyrights, suppression of the liquor traffic in Africa, the abolition of traffic in slaves, promotion of the interests of the working classes, the advancement of international arbitration, promotion of woman suffrage, and various topics of a purely scientific, literary, or historical interest. A list which makes no pretense to completeness shows 116 such official international conferences, held under government sanction or initiative, between the years 1850 and 1907, while the list of unofficial congresses must be very much greater. It is said that in the year 1907 alone there were over 160 such gatherings, official and unofficial.

A number of these gatherings have resulted in permanently organized international bureaus, with administrative and quasi-legislative powers. Examples of these are the International Postal Union, organized in 1874; the Union for the Protection of Industrial Property (patents, trademarks), organized in 1883; and the European Union of Railway Freight Transportation, organized in 1890.

The Concert of Europe

At the same time there came to be an increased reliance for the preservation of peace between governments on the so-called "Concert of Europe"—that is to say, the attempt to settle international questions by means of concerted action of the five or six great powers, acting not so much through public treaties as through joint understandings embodied in diplomatic notes and other communications. At the close of the nineteenth century, when it was clear that the Concert of Europe was giving way to two rival alliances, the Triple Alliance and the Triple Entente, the ideal of a definite federation of Europe, such as had been advanced earlier, again revived. Societies, of which the League to Enforce Peace, the American Association for International Conciliation, and the World Peace Foundation are examples, were formed and were active in the promotion of schemes for preventing war. The Czar's proposal for disarmament in 1899, the resulting Hague Conferences of 1899 and 1907, and the establishment of the Hague Tribunal, are

THE GREATEST NEED IS NOW

Now is the crucial time. Now is the time when the facts about the war, its causes, its fiendish terrors, its treacherous outrages should be taught. "Lest we forget" should be on the walls of every schoolroom.

To call that hate is a base lie. To forget all that Belgium and France have suffered, to forget the Lusitania, the U-boat attacks on the New England fishermen and lumber schooners, the gas murders, the Zeppelin murders in London, the carrying of millions of people of Belgium and France to work in German munitions plants to make ammunition to slay their home friends, the ravishing of women of Belgium and France as a policy, is to be a party to those crimes.

Every child in an American school must know the truth. Not to know the truth is not to know the glory of America's entrance into this war.—*A. E. Winship.*

all indications of the widespread interest in this subject. Nevertheless, at the outbreak of the present war the idea of a League of Nations was regarded, probably by the great majority, as a visionary scheme. The war, however, has brought about a profound revolution in the thought of the world in respect to the whole question of war and the means of preventing it. Within four years, therefore, the project of a League of Nations has been brought within the realm of practical politics.

League of Nations Insures Peace

President Wilson has repeatedly urged the necessity of such a league as the only means of preventing the repetition of the present conflict. From the first he has made this idea the central feature of his international policy. Party leaders and responsible statesmen in most European countries have also expressed themselves as being favorable to some kind of international organization for the preservation of peace. The question has been discussed in the British House of Commons (August 1, 1918), and in addition the British, French, and Swiss Governments have appointed commissions to investigate and report on the general question of international reconstruction.

The quotations from men in different countries, given on the last page of this issue, will indicate something of the state of opinion on this subject. The formation of a League of Nations in some form is one of the chief matters to be considered by the peace conference which is now in session in Paris. Its advocates claim that it is the only sure escape from the continuance of a world in arms under compulsory military service, the crushing burden of taxes, and the perpetual menace of new conflicts, rendered so much more horrible through the further development of scientific weapons that the present war will be only a pale image of the yet more terrible struggles to come.

AMERICA GENEROUS WITH HER SOLDIERS

"The result is the largest sum ever provided through voluntary offering in the history of mankind," declared John R. Mott, Director General of the United War Work Campaign, in announcing a total contribution of $203,179,038 to support the seven voluntary organizations which are recognized by the Government to minister to the needs of our troops at home and overseas. This result was achieved in spite of the epidemic of influenza which swept the country during the campaign, in spite of the official announcement of the signing of the armistice on the opening day of the campaign, and in spite of the reports of immediate demobilization of the army. Under all these adverse circumstances, the campaign was conducted with vigor and this remarkable result was secured.

In thanking the American people for their generous response, Director General Mott said in part:

"Our men are now face to face with the three gravest tests—the test of victory, the test of demobilization, and the test of readjustment. The timely generosity of the American people makes possible the meeting successfully of these trying experiences. We can prevent the period of demobilization from becoming one of demoralization. We can make sure that the coming months, with their great vacant spaces, shall be months not of physical, mental, and moral weakening for our men, but months of character building, of growth in useful knowledge, of increase in working efficiency, and of preparation for assuming the larger responsibilities of citizenship which await them on their return to their home communities."

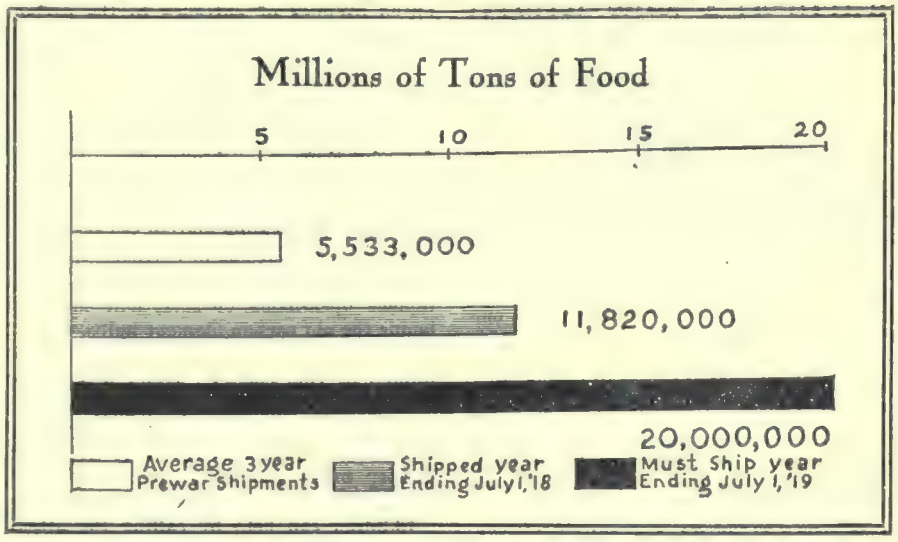


Diagram Showing Something of What America Has Done and Will Do to Help Europe

THE FIFTH LIBERTY LOAN

President Wilson, in his message to Congress on December 2, pointed out the necessity for another government loan.

He said that an immediate rapid decline in the expenses of the government is not to be looked for; that contracts for war supplies will be rapidly canceled and liquidated, but their immediate liquidation will make heavy drains on the treasury; that the maintenance of our forces in Europe is still necessary; a considerable proportion must remain there during the period of occupation and the transportation and demobilization of the others will be a heavy expense.

As Secretary McAdoo stated months ago, peace must be financed as well as war. Bringing back our soldiers from Europe at the rate of 300,000 a month will mean many months of maintenance of them at great expense. We know something of the cost of mobilizing an army of millions. Demobilizing such an army is also an expensive process.

Although peace is here, we are far from living in ordinary times and the nation faces and must meet extraordinary financial and other demands. The revenue of the nation from taxation will not be sufficient to meet these demands, large as those revenues will be. Once more the people of the nation must finance the nation with a loan.

The whole world is in process of rebuilding. Nations must be reconstructed as well as cities and villages rebuilt. The duties we owe ourselves and our associates in the war against Germany must be performed. The new conditions must be met by the United States government as well as by the individuals of the nation. We must finance peace as we financed war.

America is not a nation to relax its efforts the moment danger is past. We cannot abandon the principles and purposes our soldiers fought for and died for. We are not a nation of quitters. Peace, victory, and safety will be financed by the American people with the same patriotism they financed danger and war.

FEDERAL SCHOOLS ON ORDNANCE RESERVATIONS

The Federal schools under the direction of the community organization branch of the Ordnance Division of the War Department, were organized and in session on eight of the Ordnance Reservations when the armistice was signed, on November 11. One hundred nine superintendents and teachers had been appointed and were on duty. Five standard type school buildings were completed and occupied. Six temporary or remodeled buildings were being used by the schools. Three thousand children of school age were on the reservations, either in school or ready for admission.

The reservations having schools established are as follows: Jacksonville (Old Hickory), Tennessee; Mussel Shoals, Alabama; Penniman, Virginia; Belleville (May's Landing), New Jersey; Nitro, West Virginia; Sheffield (U. S. A. N. 1), Alabama; Point Perry (Perryville), Maryland; Amatol (Hammonton), New Jersey.

The War Department has arranged to have these schools continue under the present organization until the future status and operation of the various plants and reservations can be arranged on a peace basis. The work on the other six ordnance reservations had not proceeded far enough to justify the opening of schools, and all plans for schools on them are now cancelled.

With this change due to general peace conditions, W. G. Coburn, the director of schools, feeling that his services could be spared and that he should return to his schools at Battle Creek, asked to have his resignation accepted. C. E. Wright, who has been connected with this work since its beginning, will continue the work.

BUILDING A NEW WORLD

A Special Message to Teachers and Schools from the United States Fuel Administration

The war is over. We have tooted our horns and scattered our confetti and ridden proudly and triumphantly in the flag-draped band wagons.

The world is at peace—but *what* world is it? Not the same as yesterday, not the same as before the war. Perhaps some one has told you that the world is like a pendulum and you fancy it has swung back since the armistice into its pre-war position. But the world is not in the least like a pendulum. It is always going on and getting into new positions. It is far more like a madcap boy in the woods on a summer day, bent on explorations, adventures, and sensations. It is going to crowd a great many surprises upon us.

Of course these changes have their impulses 'way back where we scarcely see them. One of the impulses which is going to make life different from what it was before is that new habit of conservation which has entered into our hearts and ways of living. Nature had folded into the earth such wealth of food and fuel that until the war flashed the truth upon us, we refused to be frightened by any statistics. Now we realize two things: one that natural wealth can be exhausted; the other that only a small part of the actual wealth can be reached and made of value to us. A careful and economical use of what nature has given us is seen at last as a necessity. Wastefulness, after many years of fashionable popularity, has been degraded to a seat among the foolish.

Domestic users of hard coal have an excellent opportunity for economy this winter. The stocks in hand this year are, it is true, larger than ever before at this season. Nevertheless, production fell off during the influenza epidemic; and despite the high records of output in the months preceding and the efficient manner in which distribution is handled, the best way to protect ourselves against the chance of a dangerously dwindling supply in late winter is to use hard coal economically at present. The Fuel Administration recommends the combination with the usual domestic sizes of furnace and range coal of a small size, called buckwheat No. 1. This sells at a much lower price than the larger sizes and is excellent as a top-dressing at night or as a top-dressing when the fire is red hot. It should be kept in a separate bin and laid on as a clean layer, not mixed in with the other sizes. It may be used in the proportion of about one fourth and will require a little more draft than egg, stove, or chestnut.

A considerable amount of coal can be saved every month from the ash heap by sifting. There will remain in the sifter after the process small particles of black and white coal, clinkers, and stone. The stone is distinguished by being hard and heavy and can be thrown away. The clinkers should be broken open and those which are seen to contain black material (unburned carbon) ought to be placed on the floor together with the black and white particles, and sprinkled with water. This opens avenues of entrance to the carbon which flame can reach. This reclaimed coal must be kept in its own pile and used as a middle layer on a hot fire.

Gas and electricity usually are produced by coal energy. Coal is conserved, therefore, by their careful use. Vacant rooms should be unlighted, and occupied rooms lighted by those burners and bulbs which give the greatest illumination for the smallest expenditure of gas or current. For this reason incandescent gas mantles ought to replace open-flame burners, and tungsten lamps the old carbon-filament bulbs.

In cities and towns water is pumped and filtered by coal energy. Every leak, every needlessly-running stream means wasted coal. Leaks should be repaired and pipes protected so that it will not be necessary to keep water running all night to prevent freezing.

Children can help by calling the attention of their parents to the use of Buckwheat No. 1, by sifting ashes, by turning out unnecessary lights and discovering and reporting leaks. The boys and girls who do these things will be builders of the new world.

Teachers will do well to ask children every two or three days what they are doing to induce the children to help save coal.

UNCLE SAM'S BUSINESS PARTNERS

Once a year on some definite date, the business man takes stock, or inventory, of his property to find out how much his business is worth. You have all been Uncle Sam's partners in the business of War Savings and he suggests to the boys and girls of America that, on January 1, you take stock of your property. How much in War Savings stamps and Liberty Bonds do you own? Also, what books and clothing and other articles of value have you which your parents have given you? Make such a list, or inventory, of all your own property on January 1 for your own record. Discuss it with your parents at home, copying the form below for them. They will be interested also to inventory the family property which will show how War Savings have added to your family's property, or capital, during the past year, and how better to plan for the coming year.

Inventory of Family Property

Property Owned January 1, 1919

War Savings stamps owned $.....
Liberty Bonds owned and payments made $.....
Money in hand and in bank $.....
Property, as house, furniture, life insurance $.....

Total value of property $.....

Debts January 1, 1919

Accounts owed at stores, or elsewhere $.....
Notes and Mortgages owed $.....

Total Debts $.....

Net capital, total value of property less total debts $.....

STUDENT ARMY CEASES

Statement Concerning Demobilization Issued by the Committee on Education and Special Training

Orders were issued, on November 29, for the demobilization of all units of the Students' Army Training Corps before Christmas.

Until the time of the signing of the armistice it was necessary for the Committee on Education and Special Training, in common with all other branches of the War Department, to act on the assumption that the war was to go on for another year or more. The signing of the armistice, however, made it necessary that the War Department should immediately discontinue all military preparations not clearly needed. There are many reasons connected with the plans of individuals and general reasons of educational policy that would make it desirable to continue the Students' Army Training Corps, but the authorities of the War Department have ruled that since the reasons are not military reasons they cannot be allowed to govern its policy.

The Committee regrets exceedingly the serious inconvenience which will be caused to individual students who have formed expectations that cannot now be realized. It is not, however, believed that the hardships suffered by such men are so serious as those suffered by other soldiers who have been forced to discontinue their education or livelihood altogether. It should furthermore be borne in mind that the Government has never undertaken to bear the expense of the education of these young men. It has been definitely announced from the beginning that the Students' Army Training Corps was created for military purposes, and that men would be continued in college only in so far as, and for such a time as, their studies in college contributed to the needs of the Army. Had the war continued, any individual might at any time have been transferred to such other military activities as might have been deemed more urgent; and the signing of the armistice has, in the judgment of the War Department, removed altogether that need for officer material which the Students' Army Training Corps was created to meet.

The Committee has instructed commanding officers to publish the following order at the last formation of each of the 562 units prior to demobilization:

"This war has been won by the united efforts of all the friends of mankind and of civilization. Comparatively few have had the good fortune to meet the enemy face to face, but the credit for the victory belongs to all who have served loyally. You were called upon to remain temporarily at your studies, because the army needed a reserve of trained leaders. You have been eager to play a more direct and exciting part in the war. Nevertheless, you have done the work required of you, which is the full duty of a soldier. You can now take back with you to your homes an honorable record of service. You have earned the gratitude of your country, and you may now devote to the upbuilding of your country and to the restoration of civilization the same soldierly allegiance and trained intelligence which fitted you for service in time of war."

THE BACK-TO-SCHOOL DRIVE

What the Teachers May Do To Help Keep in School All Children of School Age

The Children's Bureau of the United States Department of Labor, in coöperation with the Child Conservation section of the Council of National Defense, appeals to the teachers to assist in this Back-to-School drive in which 26 states have already enlisted.

In the next few months the demobilization of industries will cause many children to be thrown out of employment. Every effort must be made, not only to get these children back to school, but to keep children who are now in school from leaving. The Back-to-School Drive is also a "Stay-in-School" Drive. In this part of the campaign, especially, the teachers may be of great assistance by carrying out as far as possible the following suggestions:

1. First of all, before a child leaves school find out why he is leaving and if possible prevent the child from going to work unnecessarily. The teacher, by talking to the child and to the parents, may induce many parents to keep the children in school by pointing out that there are few good opportunities open to children under sixteen years of age; that in most cases the work they do is not educative and that they are learning little that will be of use to them in later life; that school training means better jobs and increased earnings later.

2. Make it a point to know the opportunities for employment open to boys and girls in your own locality. By securing definite information regarding the requirements for entering an industry or an occupation, the nature of the work, the wages offered, the chances for advancement, the teacher may not only be able to give practical advice to children as they leave school for work, but may be better able to make the school work of greater practical value.

3. Arrange meetings for the children and parents at which the importance of staying in school is discussed.

4. Plan separate talks for the children, emphasizing the value of an education.

5. Have the children write essays on such topics as "Why Education Pays," "The Work I Intend to Do."

6. See that no child leaves school until he first has a position. In many states the child labor law does not provide that the child first have a job before he may secure an employment certificate.

7. Study the child labor laws and inform the children regarding the requirements of these laws, and assist in their enforcement.

Teachers should take an active interest in the Back-to-School Drive and should pledge their efforts to assist the local committees to secure the attendance of every child who has not completed his elementary education, and to urge the attendance at high school of every child who has completed the elementary grades.

SALVAGING CHILDREN

The Back-to-School Drive is not an additional demand on teachers who have responded nobly already to more wartime calls than have been made upon any other profession. On the contrary, it enlists public spirited people in the practical study of the needs of all the school-age children whether in school, or not, and it makes possible in many cases the return of the good and eager pupil whom the teacher is sorry to lose.

These people want to help the school rather than unload work on the teacher. But they are asking the teachers to give them a start. They want the advice of the teacher so as to avoid mistakes in the beginning. Perhaps the work of some local committees is not yet under way. Will the teachers not in turn stimulate the committees by calling on the Child Welfare Committee for action?—*Julia Lathrop, Chief of the Children's Bureau.*

Children of the Washington Public Schools in War Savings Play

Each child wears two placards, hanging back and front. The placards are lettered on both sides and are suspended by red, white, and blue ribbons fastened so that the children may turn the placards easily. Two scenes from the little play are here presented. A third scene with the words "Will Feed the World" is provided. Copies of the play, with complete directions for presenting it, may be had free on request from The War Savings Section, Treasury Department, Washington, D.C. Ask for War Savings Play No. 11-18.

JUNIOR RED CROSS FILLS ORDERS

The signing of the peace terms will not cause Junior Red Cross carpenters to stop their work. The thundering of their hammers will only sound the more loudly now that the guns are silent. A rush of cancellations of government supply orders followed the announcement of the armistice, but the Surgeon General reaffirmed the need of the 222,000 pieces the Juniors now have on hand for the Medical supply depot. This order was to have been filled by the middle of November, but the influenza epidemic caused the time limit to be advanced to December 15. The order in detail is as follows: ambulance boxes, 2000; bedside tables, 50,000; packages of splints, 5000; bread boards, 2000; cooking utensil chests, 2000; bed occupation tables for the reconstruction division, 210; drafting boards, 322; laboratory chests, 50; table-ware chests, 1000; packages of wood veneer splints, 150,000. The Medical Corps is of course a permanent branch of the Army and one that has a constant demand for equipment.

THE NEW CALL TO HIGH SCHOOL BOYS

The United States Boys' Working Reserve is summoned to renewed effort and to greatly increased membership in order to do its part to help raise the 20,000,000 tons of food that North America must send to Europe to relieve starvation conditions among the liberated peoples there. The Food Administration tells us that sixty per cent of the burden of the world's relief from famine conditions rests squarely upon the shoulders of the United States. Last year we sent to Europe 11,800,000 tons of food stuffs. This year we must send nearly twice that amount. The farmers worked to the limit last year to produce what was shipped. They must redouble their efforts this year. Their greatest need will be a sufficient amount of intelligent farm labor. The great mass of men returning from Europe will enter the shops and mills. The boys of the Reserve will once more be needed to raise the crops, and if they do not respond, the crops are not likely to be raised. America calls to her high school boys to enroll in the Reserve and to save Europe from imminent starvation and from the disorders that always follow famine. Democracy can never be safe in a hungry world.

National School Service

Published Twice a Month During the School Year by the Committee on Public Information, GEORGE CREEL, *Chairman*

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THE FUTURE OF NATIONAL SCHOOL SERVICE

With the end of hostilities many of the activities of the Committee on Public Information will cease. But the work of the schools for America today and tomorrow will go on. Some of that work will be directly related to the national tasks now facing us. In their proper solution the schools will have their part and their own readjustments to make. The coming of peace makes the work of the schools and the teachers and the message of NATIONAL SCHOOL SERVICE not less but more essential in the immediate future. This has been the burden of the letters and telegrams received from teachers and school administrators and of the cogent appeal from the president and secretary of the National Educational Association for the continuation, for the year at least, of NATIONAL SCHOOL SERVICE.

The unanimity of this appeal from those who had so considerable a part in the initiation of the periodical gives special force to their requests for its preservation. It was, however, President Wilson's quick appreciation and support that made it possible to consider plans which, if sucessfully carried out, will enable NATIONAL SCHOOL SERVICE to continue uninterruptedly on its present broad and helpful lines, serving alike the schools and all national departments and agencies.

This is the last issue which goes out under the direction of the Committee on Public Information. The conclusion of my own work with the Committee and with this periodical gives me the freedom to express for myself and for the Committee our deep appreciation of the coöperation we have had from other departments in Washington, and above all of our gratitude to the members of the editorial staff of NATIONAL SCHOOL SERVICE who have given of their time and services so loyally and generously. To prepare and publish a periodical which was to carry the Government's messages to 600,000 teachers has been a unique war-time service, which the Committee could never have performed without their aid. They in their turn have been encouraged and supported, I know, by the response which has come to them from the great body of earnest teachers.

The nation has seen anew the value of the schools and of education in a democracy. The war and the deeper meaning it has attached to America and to American citizenship have crowned the teacher with new dignity and given to the schools a new importance. As I go back to the tasks from which the war called me, I am personally glad that my work will be in your ranks as a teacher.

GUY STANTON FORD.

What the schools have suffered from the war is infinitesimal in comparison with the educational losses that the epidemic of influenza has entailed. In many communities the school work of the present half year will amount to little or nothing—and a half year from the brief period of schooling to which the majority of our boys and girls are limited cannot be lost without serious consequences to them and to the nation. There will be need for more intensive work during the remainder of the year to overcome as far as possible the set-back caused by the epidemic; but beyond this, there should be an immediate and nation-wide effort to prevent such losses in the future. School systems with adequate and efficient systems of medical inspection, including clinical facilities and the services of school and visiting nurses, have been able to remain in operation, not only without unfortunate results, but apparently with positive benefit to the health of the community. In any event, the whole problem merits the most careful investigation and the initiation of comprehensive measures looking toward a radical betterment of health conditions. A far-reaching program of health education should have a central and commanding place among the plans for educational reconstruction.

Education is the means through which democracy establishes social justice. In a democracy where majorities both think and rule, education, however fostered and guided by leaders, must be so directed as to meet the needs of all. The fact that we are rapidly approaching the time when the masses of the people will assume larger control of the affairs of government emphasizes anew the responsibility of the public schools in a democracy.

The program of education to meet new and increased demands must be comprehensive enough to promote the physical well-being of all citizens, to eliminate illiteracy, to teach the English language as the common means of communication, to prepare all of the citizens to think together and act together in the solution of their common problems, to fit all individuals for vocational efficiency and for the wise use of leisure, to cultivate democratic habits of social relationship, to develop in all a high sense of the privileges and responsibilities of citizenship, and to equalize and enrich educational opportunity throughout the nation.

FEDERAL AID TO EDUCATION

We are training boys and men to be farmers out of Federal funds, preparing to advance vocational education on a large scale, promoting the construction of solid highways within the States as part of an interstate system, subjecting the packer, the canner, and the banker to Federal supervision; surely without violation of our fundamental law we can find a way by which the Nation can know that all of its people are able to talk and read our own language. I do not suggest Federal control, but I would strongly urge Federal co-operation with the States toward definite ends.

A little money, the co-operation of the States, and of the industries of the country—and both can be had—a little money, perhaps as much in a year as we have gloriously spent in five hours in France, and the work could be done. It could be done without coercion, without trenching on the prerogatives of the State in the slightest. If we could offer help to those willing to accept it, the end would be accomplished. Make the same kind of an offer to the States for the education of their illiterates that we make to them for the construction of roads, and in five years there would be few, if any, who could not read and write in this country."—*Franklin K. Lane, in the Annual Report of the Secretary of the Interior, December, 1918.*

SCHOOLS HELP COLLECT SOURCES OF WAR HISTORY

National Education Association Urges Coöperative Effort in Making Records of What School Children Have Done To Help Win the War

What has your school done to help win the war? Be sure to put this story on record while the facts are fresh in mind. Owing to the importance of the history of the war work of teachers and schools as a part of the story of coöperation in the world war, the National Education Association urges that every county and city school system, every normal school, college, university, and other institution of learning of the United States, prepare and print a concise summary of its war work activities. Each educational unit is requested to place a copy of its story in the local library and to send a copy to the National Education Association to be placed in the archives at Washington.

With all this original source of material at hand, showing the enthusiastic coöperation of the various school units with the Government, it will be possible for responsible committees of the National Education Association, the Bureau of Education, the American Library Association, the National Board for Historical Service, and other national bodies, to compile a series of valuable source volumes to be placed in each of the libraries of the country.

It is suggested that you proceed at once to make a list of the various activities in which your school has engaged. If possible state the number of pupils coöperating in each enterprise, the amount of time given to the work, the results obtained in terms of money raised, meetings held, and articles made or collected. If committees were organized, give the names of the committees, and a statement of the activities entrusted to each. Mention the names of individuals, whether teachers or pupils, who have rendered particularly meritorious service.

Make this report of war activities cooperative. In addition to using all records which have been made, enlist the services of your pupils by having them recall and record what the school has done. Explain to them why those who write the history of the war in the future will need these records in order to get at the facts. Let them see by this concrete example what the historian means when he speaks of "source material," and why accurate sources are necessary if we are to have reliable histories.

As soon as these reports are completed, they should be sent to the National Education Association, 1400 Massachusetts Ave., Washington, D.C., with any printed or typewritten matter previously issued, where they will be deposited in the archives and thus made available for the use of those who are to compile the educational history of the war. The work of collecting and of writing these reports should be completed as soon as possible and certainly by the end of the school year.

There are 281,000 schoolhouses in the United States. A committee will be appointed in connection with the "Back-to-School Drive" for each schoolhouse. If each committee will provide a scholarship to keep one child in school this year, it will mean that 281,000 children will be kept from premature entry into industry. It will cost a committee just $120 to keep a child in school for one year, a small amount in comparison with the value of an educated man or woman to the community and the Nation.—*Children's Bureau, Department of Labor.*

MESSAGES TO SEND TO EVERY AMERICAN HOME

Save food. We must send at least 20,000,000 tons of food to famine-stricken Europe this year.

Continue to save money and to invest it in Thrift stamps and in Victory Savings stamps.

Report to the nearest United States Employment Service bureau any vacancies which may be filled by soldiers honorably discharged from the Army and Navy.

EDUCATION WORK IN MILITARY HOSPITALS

America is more deeply interested in salvaging men than it is in salvaging materials. For this reason the Surgeon General's office of the War Department plans for the reëducation and rehabilitation of wounded and disabled soldiers. In this plan, education is given special emphasis as opening the door of opportunity to the disabled and discouraged soldier. Under the direction of the office of the Surgeon General, a curative workshop schedule with other educational work is now being carried out in the military hospitals of the country. This work of rehabilitation includes occupational activities such as work, play, and study in wards, shops, and classrooms, or out of doors on hospital grounds, gardens, or farms. The following shows the kinds and purposes of educational work now being carried out for the wounded soldiers:

1. Bedside occupations to draw the patient's attention from his disability and to occupy his mind. These occupations are at first diversional and entertaining but gradually become of definite vocational, economic, or social value. 2. Occupations in the ward, shop, or on the farm, to give complete functional restoration either physical or mental. 3. Ward, classroom, or farm activities and study to occupy the patient's time in worth-while work and thus develop in him the best possible mental attitude toward his disability, his treatment, and the hospital. 4. Ward, classroom, or farm occupations and study to prepare for the reëducation of those disabled men who are entitled to reëducation under the Federal Board for Vocational Education.

At the latest report, on November 15, approximately 30 per cent of the soldiers in twenty of our military hospitals were enrolled in educational service. The number of different patients in the curative work shops and other educational activities in those hospitals was approximately 4800. The aggregate enrollment in shopwork and classes by subjects is approximately 6700, distributed as follows: bedside and ward handicrafts, 990; bedside and ward academic study, 610; shopwork and industrial arts, 1230; agricultural work, 100; commercial work, bookkeeping, stenography, 920; academic subjects, 1540; curative games and exercises, 1310.

The educational staffs in charge of this work comprised, on November 15, 514 persons as follows: commissioned officers, 54; civilians in administrative positions, 20; non-commissioned officers, 166; privates, 143; occupational aides, women, 131.

Dr. L. D. Coffman, Dean of the College of Education, University of Minnesota, is adviser to the Surgeon General's office in this work.

A NEW YEAR'S RESOLUTION

The Division of Savings, War Loan Organization, of the United States Treasury, asks every boy and girl in the schools, and through them every family, to take stock on January 1, 1919, of all their war savings made up to that date, and then to make plans for their victory savings service for 1919. Copy the War Savings service form below, and take it home and enter your own savings. Plan ahead now for 1919.

War Savings Service and Enlistment

War Savings Service for 1918

War Savings Stamps bought $.....

Liberty Bond payments made $.....

Total War Savings in 1918 $.....

Victory Savings Enlistment for 1919

	Each week or month	For the year
Will buy Savings Stamps	$.....	$.....
Will buy Victory Liberty Bonds	$.....	$.....
Total Victory Savings pledge for 1919	$.....	$.....

Rural Schools

THE LEAGUE OF NATIONS

Have you ever read stories of the tree dwellers or the cave men? Do you remember how they always had to be afraid, how they were always on their guard, not only against wild animals, but also against other tribes who might be stronger than they? You remember, too, how the Indians were always fighting, one tribe against another. Perhaps you have read stories of King Arthur and his knights who lived in castles with moats or deep ditches all around to keep attacking enemies away, how they carried spears or battle-axes when they rode abroad, and how they were always going out to rescue ladies who had been stolen away, or to fight robber bands.

Did you ever think how differently we live? None of us carries swords or spears or pistols, and fighting is usually a very small part of our business. People have largely done away with fighting by joining together and making laws to prevent the strong who may be cruel or selfish from hurting their neighbors. We have employed policemen and set up courts and judges, and have been able to make our homes so safe that no one except very little children is afraid in the dark, and nobody has to carry weapons. So we have built up big states and nations, and most of the time there is peace in every civilized country.

But sometimes big states or nations attack each other, just as in the old days little tribes of Indians or bands of robbers fell upon other little tribes or upon defenseless people. When they do this, then we have war, and war today is the most terrible thing in the world. So people are wondering if it would not be a good thing for the nations to join together in what is called a League of Nations, so that states and countries may not have to fight any more than you or I.

OUR JUNIOR WORLD CITIZENS

The past eighteen months have been big with opportunity for the school children of America. They have become the next neighbors of Belgian children; aviation fields, camouflaged ships riding in great harbors, beautiful old world cities, European home life and customs, waving flags of many nations—all these and much more have come to be included in their ever widening horizons. They have shared in the voluntary food conservation of the nation; they have made four minute speeches to convince community audiences of the privilege and duty of supporting Liberty Loans, the Red Cross, and United War Work; they have been assigned their quota in the financial support of the great enterprise, and by self-sacrifice and patriotic efforts they have gone over the top side by side with their elders. What they have been doing and talking in school has been just what they find others talking about and working for outside the schoolhouse walls. In a word, they have been fellow citizens in a great republic pulling together in a united effort to save the civilization of the world.

Now that the dramatic and dreadful days of war are over, shall we shut these doors of opportunity in eager faces, or shall we see to it that our boys and girls are given a share in the understanding, sympathies, and activities which must contribute to the task of world reconstruction that is before us?

The Rural School's Part

Many of the activities which contributed to war must be continued in the interests of peace. The nation plans to demobilize first of all those soldiers formerly engaged in agriculture because of the world's great need of food. The rural school is especially in a position to stimulate food production and conservation by encouragement of Boys and Girls Clubs and the United States Garden Army. Through the Red Cross, there must go on relief work over half the world. Victory Savings stamps and another Liberty Loan must be sold to finance our enormous program of policing conquered areas, returning soldiers to their homes, extending credits to allied nations, and general reconstruction. Health measures already initiated must be continued and extended. The civic service of school attendance must be stressed. The progress made by the Peace Council should be followed intelligently by all the people of the nation, and by no single avenue can the general public more practically be reached than through the daily work of the public schools.

We need the school children as aides in reconstruction as we needed them in war-making, and they can only be truly educated by participation in the thought and action of these new days as in the events of the year and a half that are past.

STUDYING CURRENT EVENTS

The hundred days following November 11, 1918, will be among the most important in the history of the world. A period each day in the country school may well be given to current events, in which all the children in the room should participate. By taking one period a week from each history and geography class, and if necessary from language and opening exercises, time may be found on the crowded schedule.

Make two or three children each day responsible for telling the class of the thing in the day's news that they consider most interesting and important. Let every child have the privilege of bringing in an item of interest, whether he is specially appointed or not. Encourage class questions to increase the grasp of the events reported. One, for instance, tells that President Wilson is going to Europe to attend the Peace Conference. Another inquires what a Peace Conference is, what the President will do there. Another wants to know why the conference wasn't held in America. Lead every child to feel responsible for explanations of the article he reports.

A FOOD COMPARISON

Last Winter	This Winter
Simple Living	Simple Living
Economy	Economy
War	Famine
Wheat Substitutes	Wheat Bread
Sugar scarce or lacking	Careful use
Fats scarce	Utterly lacking in places

NEBRASKA CANNERS WIN

Ten state champion boys' and girls' club canning teams shown in the accompanying illustration recently competed for honors at the Interstate Fair at Sioux City, Iowa. Each group represented the "survival of the fittest" through contests held at community, county, and state fairs in each state. The contests, which are demonstrations of skillful canning, were all planned to further the national program of food production and conservation. Each team demonstrated the one-period cold-pack method as recommended by the Department of Agriculture.

The three girls holding the sign "Nebraska" were awarded first place at Sioux City. The two girls and the boy holding the Minnesota sign were awarded second place. Iowa secured third place.

Similar contests were held in Spokane, Wash., for the Rocky Mountain section, and at Worcester, Mass., for the Atlantic section. A national competition between the Nebraska team and the teams awarded the first prizes at Worcester and Spokane, will take place some time this winter.

CHILDREN'S CLUBS IN FRANCE

France is considering the adoption of Uncle Sam's methods of teaching better farming and home-making to boys and girls. Representatives from the French commission, lately in this country, made a point of studying carefully the methods of the Federal Department of Agriculture and the state agricultural colleges in conducting boys' and girls' clubs. Much of the information thus collected has been widely reprinted by the French press, accompanied by editorial comment expressing the view that the man and woman power of France having been depleted or disorganized by war service, France for sometim to come will be dependent in large part upon its younger population for its food supply, and suggesting the formation in France of a nation-wide system of boys' and girls' clubs patterned on those in America. It is expected that these clubs will grow staple products, such as garden produce, wool, grain and forage crops, poultry and farm animals on farms now devastated, the very soil of which must first of all be put in condition. These clubs will stimulate production by the young people of France, through organized contests not only in farming but in home enterprises, such as bread baking, garment making, cooking, and home management.

SUGGESTED FOOD POSTERS

The children will enjoy making posters to use as part of the decoration of the schoolroom in special day programs. Save These, Eat These, Home Grown Foods, Foods Grown in America, Foods from Foreign Lands, Foods for Growing Boys and Girls, Foods That Europe Needs, are suggested subjects. Use pictures cut from catalogs or from advertising pages of magazines, or silhouette pictures cut freehand or from copies. Mount them on large sheets of cardboard or on heavy paper. If desirable, let children make similar posters to take home. The first two subjects above are suggested for the primary grades, the others for intermediate or upper grades, the little children to coöperate to the extent of cutting out the pictures used. Base blackboard reading lessons or conversation lessons on the material.

WAR HISTORY OF OUR SCHOOL

The National Education Association is asking that every school make a report of the work it has done in winning the war in order that the contributions of the schools of the country may be made a matter of record. This is one way of making the nation realize the part boys and girls play in the present as well as in the future, and the importance of the school as a social agent.

This request offers a valuable suggestion for the English work of the school. Why not have a booklet made, by the coöperative work of the whole school, telling of the Red Cross work the children have done, of the money they have raised and how they earned it, and of any other share they have had in the great victory; giving the best of the four minute speeches they have made; having as illustrations copies of the posters they have designed or photographs of their war gardens or of the cans of vegetables they have put up; and including anything else they and you will think of to make a full presentation of their part in the greatest event in all history. After you decide on the subjects, have all the children write about them, and have the class choose the best to be copied for the school history. Two copies of the school history should be prepared, one to send to the National Education Association at Washington, the other to be kept as a permanent contribution to the school or local library.

SEND FOR THE SALVAGE MAN

Stop, before you throw away that bundle of rags to find out if the teacher can use it for rag rugs in the soldiers' rest rooms. In one city, cloth soaked from the backs of maps made excellent strips for rug weavers.

Stop, before you tuck away those old kid gloves too badly worn for this winter's use. The Red Cross Juniors are piecing old glove tops together to line jackets for the aviators.

Stop, before you throw into the waste basket that broken electric light bulb. It has a valuable bit of platinum on it and brass that can be used again.

Do not burn or thrown away anything of likely value until you have consulted the salvage man.

FOUR MINUTE SPEECHES

The idea of four minute speeches is too good for the schools to abandon. There has never been a better stimulus to the work of the English class than the four minute speeches afford. Here we have a real need for composition and oral expression. Here are people to be convinced, to be interested, to be stirred.

Constructive Criticism

Here is a basis for real criticism. The class is the critic. Could you hear him distinctly? Was there anything in what he said that you did not understand? Did he seem to mean what he said? Did he look at his audience all the time he was talking? What was there in his speech that more than anything else made you feel like doing all you could to help the Red Cross? What part interested you most? What part seemed dull? Why do you think this was so? How would you suggest that he could improve his speech?

Perfecting the Work

Here, too, we have a motive for doing the work over and over till it is our best. After the pupil has received the helpful suggestions of teacher and class, he will wish to work his speech over again, making changes that seem to better it, and to present it again, when he should be told if he has improved, and in what respect. Perhaps he will wish to make another and another presentation before he is satisfied that he has done his best work.

Keep Four Minute Speeches

We must keep four minute speeches as part of our English work. If our schools continue to keep in touch with community and with national life as they have done in the last eighteen months, we shall find many uses for these four minute speeches.

Primary Grades

UNCLE SAM'S VISIT TO SANTA CLAUS

It was the afternoon before Christmas. Old Santa Claus and his good wife were sitting by the fire resting after a hard morning's work.

"Well, mother," said Santa, "everything's about ready; I'll start right after supper."

"Yes, everything is done," said Mrs. Santa with a tired but happy sigh, "and I think the presents are better than ever this year."

"Well, I must say I am proud of them myself," agreed Santa, as he looked about the great workroom where shelves were heaped with toys. There were tops and drums and Jack-in-the-boxes and steam-engines, just the sort of things children have always had at Christmas. In addition there were soldier and sailor dolls and dolls dressed as Red Cross nurses and toy soldiers and tanks, airplanes, and cannon.

"I tell you, mother," he said to Mrs. Santa as he gave his knee a hearty slap, "what I like best about the toys this Christmas is that every one was 'Made in America'."

"I like the sound of that, too," said a cheery voice from behind him. Old Santa turned quickly to greet a tall fine-looking gentleman who had entered quietly. He wore a beaver hat, a long tailed blue coat and red and white striped trousers. The instant Santa saw who the visitor was, he sprang up and gave him a salute, while Mrs. Santa made a deep courtesy.

"I've come to see those 'Made in America' toys," said Uncle Sam.

You should have seen the soldier and sailor dolls straighten up proudly when Uncle Sam and Old Santa approached their shelf. And the Red Cross nurse dolls smiled bravely, too. Uncle Sam smiled back at them.

"I'm glad they are only toys, Santa," he said, as he examined the guns and tanks. "I hope we shall never have to use real ones again."

"I don't seem to see so many candy canes and chocolate drops this Christmas," was Uncle Sam's next remark.

"No," said Santa. "I am going to put less candy in the stockings this time. Almost all the letters I have received from the children of America have asked for fewer presents and less candy this year. Come over here, sir."

Uncle Sam followed Old Santa over to a table piled high with sheets of little green stamps.

"Why, they are my thrift stamps," said Uncle Sam in a pleased voice.

"That's what they are," said Santa. They are to go into the toes of the stockings of the children who asked for them."

"Bless their hearts!" said Uncle Sam. I knew I could count on the children of America to help me. Wish every one of them a Merry Christmas for me, Santa."

"I will, sir," said Old Santa.

By this time they had reached the door. Uncle Sam gave one more glance around the great room.

"I like your 'Made in America' toys," he declared to Mr. and Mrs. Santa as he said good-bye.

"That's a very fine gentleman, mother," remarked Old Santa. "But, come, I must be off or I'll not visit all my children tonight."

STOCKINGS

Well, I heard a funny chuckle, and I woke myself because
I was pretty nearly certain it was Mr. Santa Claus.
He was looking at the stockings that were hanging on their hooks,
And his bag was full of presents and of toys and picture books.
Yet he never filled the stockings that were dangling in a row,
But he took a lot of presents and he piled them up below.
Then he waved to me and whispered, with a twinkle in his eye,
"No, I didn't fill the stockings, and I'm going to tell you why:
There's a better way to fill them, as I know that you'll agree;
There's a little girl in Belgium, which is 'way across the sea,
And her name is Angelina; she has heaps of flaxen hair,
But she hasn't any stockings, and would like to own a pair,
For it's pretty cold in Belgium, and a friend is hard to find;
So I think I'll take your stockings, if you really do not mind."
Then I answered him politely (for I'm fond of him, because
He has brought me lots of presents) "You can take them, Santa Claus!
You are welcome to the stockings—I have more than I can use,
And you'd better take the muffler and my second pair of shoes."
So he thanked me, and he took them, and he bowed and said good-bye;
And he chirruped to his reindeer, and they
opportunity for the sky
America. They have beco the window;
neighbors of Belgian childre
fields, camouflaged ships ridi rings heaped
harbors, beautiful old world c.
pean home life and customs, wa can be half
many nations—all these and n.
have come to be included in t ains from
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lege and duty of supporting Liberty
the Red Cross, and United War
they have been assigned their quota AN
financial support of the great ente tion to
and by self-sacrifice and patriotic s and
they have gone over the top side b He
with their elders. What they have be signals
ing and talking in school has been otions
what they find others talking about care-
working for outside the schoolhouse nd of
the day's work the policeman returns to the precinct to report to the captain.

1. Rising.

2. Walking to crossing. Rows two, four, and six face the back of the room on the signal, *Turn*. Each two rows walk around one row of chairs. All start at once and continue in light rhythm until the starting point is reached. Ready, Walk.

3. Saluting. Briskly—One, Two.

4. Looking for traffic. On the signal, *Ready*, bend the knees and jump, landing with the feet apart and the hands on hips. Keeping the feet still, twist the trunk to the right, also turn the head to look toward the back. Face the front, then twist to the left. Right, front. Left, front. Continue alternately.

5. Signalling traffic to move. On the signal, *Ready*, raise the arms to a horizontal position at the sides, with the hands closed and the forefingers pointing. Swing the arms loosely downward, close to the body, cross and raise them in front of the chest with the elbows bent as high as the shoulders. Swing the arms downward and out to position at sides. Repeat with rhythm.

6. Signalling traffic to stop. Step forward on the right foot and raise the arm vertically with palm front. Turning toward the left, face the back of the room and sway to the left foot. At the same time, lower the right and the left arms. Continue the movement. Front, Back.

7. Returning to station. Repeat Exercise 1.

The "Crossing Policeman" lesson is planned to serve the double purpose of emphasizing one important phase of the policeman's work and to afford good physical exercise for the children.

WE'LL SAVE

We'll save our sugar; we'll save our wheat;
We'll eat less candy; we'll eat less meat.
We'll send our surplus over the sea.
We'll do our best to make men free.
—*Frances Valentine.*

THE RHEIMS CELLAR SCHOOL

How would you like to go to school in a cellar? That is what some of the children of France have been doing during the war. In Rheims and in some other places there were schools so near to the German lines that post office officials, for about a year after the first school was opened, refused to send postmen to these places to deliver mail. These schools were held in long underground passages and rooms lighted with lamps. The walls were hung with mats covered with light paper. Each teacher endeavored to bring some cheerfulness to these cellar schoolrooms by placing plants or flowers on the desk, pinning pictures on the wall, and erecting sheaves of allied flags.

The children themselves thought it a glorious adventure in spite of the fact that they lived in the midst of ruin and under the German guns. Day after day these children came regularly to school. Nothing was neglected. Although the schools were occasionally hit by shells, they were not dismissed during the bombardment.

Intermediate Grades

RING OUT THE OLD, RING IN THE NEW

We know more about ourselves and our schools at the threshold of 1919 than we knew when the war began more than a year ago. Camp life, here and abroad, has revealed several serious defects in the education of the young American. There is no time to lose in preparing those now with us for complete citizenship. Every disciple of Uncle Sam must be about Uncle Sam's business. He demands perfect posture, better speech, and clearer thinking. The lack in these three directions has handicapped many an ambitious youth. Let the cultivation of right habits be the teacher's job for 1919, and hereafter.

Along with these shortcomings have appeared traits of character which every teacher would do well to recognize and, insofar as she has the opportunity, to perpetuate. Our boys have shown a cheerfulness which will always stand them in good stead, and a generosity that is so needed now that nation is looking askance at nation. Best of all, perhaps, has been the mingling of the rich and the poor, the educated and the unlettered, with the resultant discovery that "a man's a man for a' that." This is the true basis for our kind of democracy.

Ring out the old bad habits and ring in the new good ones. Ring out the grumpy, the selfish, and the snobbish, and ring in the true American.

A JOURNEY TO VERSAILLES

Versailles once more looms large in history. Great men from foreign lands are there deciding the future of the world. Would you like to travel by the make-believe route and have a peep at this magnificent suburb of Paris which Louis XIV built and where his successors lived in splendor until the great French revolution? The town is dull and little, but the palace and the park are marvelous. Think, Louis XIV built all this out of money that should have fed and clothed his people! The palace is so large that it would take you three days of five hours each to pass through all the rooms.

It was in this palace at Versailles that the famous treaty which closed the American Revolution and gave America her independence was signed, and now President Wilson goes back on a similar but more gigantic task to make the whole world as free as we have been since 1783.

Come into the great courtyard and we will seat ourselves on the balustrade. From

here we can see the road on which the famished mob of men and women made their way in October, 1789, to demand bread of their king, Louis XVI. These people were as destitute as the Russians are today. At three o'clock in the morning the hungry multitude got into the palace. They demanded that the king return with them to Paris. The young queen, Marie Antoinette, was aroused from her bed. The mob beneath her windows wanted to kill her but one whose name is dear to all Americans, Marquis de Lafayette, then general of the national guard, saved her life for the time by sending her, with her little son and daughter, out upon the balcony where she could be seen from below. The furious ones cried, "No children," and Marie Antoinette pushed her children back into the room. In a moment Lafayette appeared beside her and gently kissed her hand. He was the idol of the nation. Then the fickle crowd cried, "Long live the Queen!" For the moment, Louis XVI and his wife were saved.

The Inside of the Palace

When we go inside we see the splendid rooms and corridors now filled with numbers of paintings and statues of the French, for the palace is no longer the abode of selfish kings, it is the property of the nation. There we see the famous tennis court, the cradle of French liberty (see the picture of the Tennis Court Oath); the Hall of the Bull's Eye, so called from a large oval window in the wall, which was once the antechamber where one sought an audience with the king; and the imposing Gallery of Mirrors one side of which for over two hundred feet is lined with mirrors in gilded frames. Opposite these are windows looking out upon the gardens and wonderful fountains. Suppose those mirrors could talk. The thing they would tell you to interest you most would be that in the gallery in 1871, the King of Prussia was proclaimed Emperor of United Germany. The reason that would interest you most is because that king was grandfather of the Kaiser whom the Allies have just vanquished.

But let us banish all the old things and go out on to the shaded avenues and over the lawns and up to the wonderful fountains. There we can breathe freely and think clearly of those within who are shaping the destiny of mankind.

The above facts may be used as a basis for a history lesson. Pictures to emphasize the splendor of Versailles may be obtained from the public library. Let the children write letters home to their families as if they were members of the Wilson party. Encourage each one to follow closely the events which shall take place at Versailles.

A JUNIOR LEAGUE OF NATIONS

How would you like to help form a Junior League of Nations? There are no dues, no rules, no president. Every boy and girl in the world may be a member if he is for:

Playing fair—no fouls.

Helping the fellow who is down to get back on his feet.

Sharing the good things. You know the way the boys in camp always divided their boxes from home so that every companion had a bite.

Smiling when things go wrong.

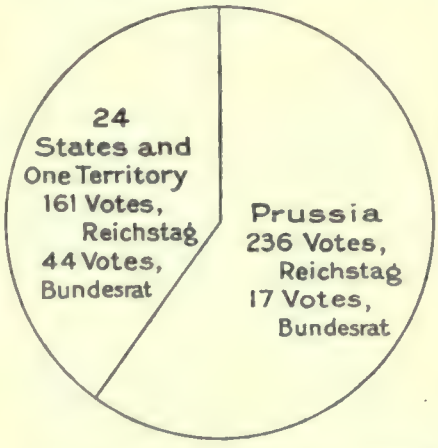
Maybe you can think of other things the Juniors will stand for. If we join the Junior League now we will be ready for the Senior League later on. That's reasonable, isn't it?

Learn this poem, and repeat it to remind you of your membership in the Junior League of Nations:

Let us join our hands together,
Form a league of love and friendship,
Form a league to help the weak ones.
We shall make a nation greater
Than the greatest of old nations,
Than the greatest of the present.

MAKE THIS CHART

Use the map on page 3. How much of Germany does Prussia occupy? See how small a territory was left for twenty-four states and one imperial territory. Draw a chart like the one below.



What does the chart tell us? Compare this plan of representation with that of the forty-eight states of America where even the smallest states have two senators each. How do we get our number of representatives?

HELP THE BACK-TO-SCHOOL DRIVE

The intermediate grades have suffered heavily from the war's demand for children in industries. The teacher will find suggestions in this number for helping the Back-to-School Drive. Remember John and Alice who left your school to go to work may be influenced to come back to school if you go to see them. If you can't do that why not write to them. Don't forget them. They need you.

THE PIPE OF PEACE

The material for this exercise is part one of Longfellow's Song of Hiawatha. The exercise may be used for reading, discussion, and dramatization.

War is over, the armistice is signed, and peace is coming. How is peace being made at Versailles? There was another way of making peace in the old Indian days. Develop the coming together of the tribes and the smoking of the peace pipe, or Calumet. Once Gitche Manito, the creator of the nations, tiring of the continual wars upon earth called all his tribes together to smoke the peace pipe. As we read the poem watch for points of similarity between the wars in Indian days and the wars of today.

The reading of the entire part one.

Reading of the poem at first silently by the children. Discuss the vivid pictures in the first part. How did the Master of Life make the tribes assemble? Who saw the Pukwana? What do prophets do? Read the prophet's interpretation of the Pukwana, making your voice rouse and warn the nations.

Begin, "Down the rivers, o'er the prairies." Read of the coming of the warriors, being sure to emphasize the great number of tribes, as many as there are nations assembling today, perhaps.

"And they stood there on the meadow." Make your reading flash out the bright picture. Be sure to show how they glared at one another, how they hated one another.

"Gitche Manito, the mighty, the creator of the nations." Find words in this part of the poem which express the kind of voice you will use when you read his speech (majestic, warning, chiding).

Read Manito's speech to his children. What did the Indians have for their own that all nations have today? Choose two lines from his words which would be splendid for us to use today.

("All your strength is in your union,
All your danger is in discord.")

What did Manito promise the people? Do you know of any phophets in Bible times? Any great deliverer in early England? Today we call such a deliverer a great man. Name some men who work just as hard as did Hiawatha or Arthur for their country's good.

"From the river came the warriors." When you read of the action of the warriors, make your voice show their eagerness. Be sure to compare the water above and below them.

Read the rest of the poem showing gratitude to the great Manito for his wonderful service to mankind.

Dramatization of the Peace Pipe may follow the reading. One pupil may read of the action while the rest of the school acts it out. Gitche Manito will speak to his warriors. The warriors must show by face and body what is going on in their minds. After the play the criticism will be based upon the power of facial and bodily expression of the tribes and the majestic, chiding, warning voice of the Master of Life.

Use "The Peace Pipe" as a model and write a play based on the present situation.

FOLLOW OUR PRESIDENT

Have at hand a map which enables you to trace the President's journey to and through Europe. Follow from the papers to see where he travels. A small red, white, and blue disk of paper may be pinned on the map to show where he is, and moved when news comes of a changed location.

The President kept in touch with Washington when he was on the ocean by means of the wireless towers at Fort Myer station. How long ago would this have been impossible? Who made the dream of wireless come true? Tell something about him. Perhaps some boy can describe the wireless, or better still, build a model of a wireless plant and explain just how it is operated.

Upper Grades and High School

JUST BEFORE CHRISTMAS

Remember, teachers, this is the time for saying, "I'm as good as I can be." Boys and girls who say that will have:

Clean hands and nails to keep away the Goblin Influenza.

Clean plates to put General Economy in marching trim.

Clean furnaces to encourage King Coal in his winter's task.

Clean clothes to avoid the disappearance of the Fairy, Soap.

Clean words to aid Father Time in making fine men and women.

SOME HOOVER JINGLES

Let the children write Moother Goose jingles on food conservation. It will make them think of ways to save food. These samples may start the ball:

Little Boy Blue, come, blow your horn
And tell all the people to use more corn,
To use more corn and save the wheat
So the children in Europe will have it to eat.

Jack and Jill went to the mill
To take their corn and barley.
They saved their wheat and saved their meat
To send to brother Charlie.

Little Jack Horner sat in a corner
Thinking of Hoover and food.
Though not at all handy he gave up his candy
And said, "Don't you think I am good?"

TEN RULES OF LIFE FOR MIDSHIPMEN

Locate Annapolis on the map. What great national institution is there? What do the boys become? Rear-Admiral Eberle, superintendent of the Naval Academy gives the following ten rules designed to meet the needs of those in the naval service, but the principles apply to those in military service also. Do they apply to us?

Do your day's work every day.

Strive to make 100 per cent in everything you undertake.

Obey orders cheerfully, honestly, and conscientiously.

Do your full duty on time, all the time.

Practice self-control and self-denial.

Be considerate of others. Be helpful, and cheerful, and courteous.

Don't be a "growler" or a "sea-lawyer" or a "drifter" or a "dud."

Be true to yourself, to your mess mates, to your task. Be true to the great naval service to which it is your priceless privilege to belong.

Always steer a straight course and answer with a cheerful "Aye, Aye, Sir!"

Be a man and never say die.

"Sea-lawyer" is one who is ready to tell his superiors how to run things. "Drifter" is a small boat which has no control within itself. "Dud" is a word borrowed from the western front meaning a projectile which will not explode, otherwise a "dead one."

THE LEAGUE OF NATIONS

In all schools, when pupils are able to appreciate the questions involved, time should be given to a discussion of the League of Nations. This will be one of the most important matters that the Peace Conference will consider.

Ancient Leagues

As a preliminary to the discussion of the topic itself, teachers should first talk about the leagues of nations which have been formed in the past. If the class has been studying ancient history, emphasize the various leagues and associations of the Greeks. In Medieval history, the Crusades will serve to illustrate the idea of a league of nations. The acts of the Medieval church in establishing the truce of God and the Peace of God acted in somewhat the same way that a League of Nations would act. The religious leagues of the seventeenth century and those of European nations at the time of Napoleon and, later, the various German confederations, and many other similar associations for international action, furnish illustrative material for modern history.

Colonial Leagues

To pupils who are familiar only with our own history, the New England Confederation, the organization of the colonies under the continental congresses, the Articles of Confederation, and the Constitution furnish instances of the association of otherwise independent communities for mutual advantage. In each case the communities had to give up some of their rights in order to get certain advantages.

Lessons of the War

Finally the coöperation of the Allies and this country in the present war should furnish precedents for the solution of similar problems when a League of Nations is formed.

In discussing the formation of the league, the teacher may have the different pupils suggest sacrifices that different nations might have to make in order to bring about such a league. The different methods of coercion possible will furnish material for discussion. Finally a consideration of the alternative to the league, the constant threats of a greater and more terrible war than the one just ended, should be definitely brought to the attention of the pupils.

BEGINNINGS OF THE WAR

Lesson I.

With geographies open, recall the fact that Slavs inhabit Serbia and Montenegro. Have the pupils point to the southern portion of Austria-Hungary bordering on the Adriatic Sea as far north as Pola. State that most of the inhabitants of this region belong to the Slavic race, near kinsmen to the Serbs and Montenegrins. Recall also the dates of the Balkan Wars (1912-1913). Notice two points with reference to Serbia: (1) her increased territory and (2) her comparatively exhausted condition as a result of these wars and her unfitness for war with a larger and stronger neighbor.

Austria's desire to crush Serbia in 1913. The attempt blocked by Italy and Germany. Italian refusal to join in an offensive war as contrary to the terms of the Triple Alliance, and Germany's refusal based on her own unpreparedness for war.

Development of secret revolutionary societies of Slavs in Serbia and southern Austria-Hungary. The purpose, to secure the union of Serbia and southern Austria-Hungary. Underlying motives (1) to secure political rights for the Slavs in southern Austria-Hungary and (2) to secure an outlet to the Adriatic Sea for Serbia.

The assassination of the heir to the Austrian throne, Archduke Francis Ferdinand, and his wife, June 28, 1914, at Serajevo in Austrian territory, by a Slav who was an Austrian subject.

Austria's opportunity for war. The attitude of Italy and Germany; Italy's refusal as before; Germany's readiness.

At this point begin the construction of a blackboard outline:

Germany's Responsibility. (1) German preparedness: navy, army, air craft, supplies, enlargement of the Kiel Canal. (2) The Potsdam Conference, July 5, 1914. "Everything is ready." (Point 2 to be left unfilled until after Point 2 in next heading.)

Austro-Serbian Question. (1) Austria's attempt at war on Serbia, 1913; attitude of Italy and Germany. (2) Assassination of the Archduke, June 28, 1914. (3) Ultimatum of Austria to Serbia, July 23, 1914

The policy of the United States Employment Service is to discourage all children under 16 years of age from leaving school to enter industry.

In the placement of any child this Service will conform to the Federal regulations with regard to the employment of children. In States where the age and hour standards prescribed by State laws are higher than federal standards the policy will be to conform to the requirements of the state law.

In placing children in industry every effort must be made to place them in suitable positions and to investigate the conditions under which they will work.—*United States Employment Service, Department of Labor.*

(time limit—48 hours). Ten points, the most important points were (a) Serbia was to break up all revolutionary societies, (b) to suppress all newspapers in sympathy with the Jugo-Slav movement, (c) to permit Austrian officials to enter Serbia in order to punish those who aided in the assassination, a reflection on the honor of Serbia. (4) Serbia's answer (a) accepted eight or ten points, (b) offered to refer the two other points involving the nation's honor to a European council. (5) Austria rejects Serbia's offer and declares war on Serbia, July 28, 1914.

Lesson II.

Continue the blackboard outline used in Lesson I.

Proposals for preserving peace: (1) The work of Sir Edward Grey. (a) A conference at London suggested to review Austrian demands and Serbia's reply. The proposal accepted by Russia, France and Italy, refused by Germany. (b) The proposal for mediation by any method Germany thought reasonable. Germany declined to suggest any method. (2) Russia's attempts. (a) Telegram from Czar to the Kaiser, Austro-Serbian problem to be submitted to the Hague Tribunal. (b) Two proposals by Russia that she would not enter into any conflict if Austria would modify her ultimatum on the two objectionable points until a European council could act upon them.

Mobilization of Troops. (1) Austria against Serbia. (2) Russia (July 31, 1914), not against Germany, but against Austria to protect Serbia. (3) Germany against Russia. France allied with Russia thus brought in.

German ultimatums and declarations of war against Russia and France. (1) Ultimatum to Russia, midnight, July 31, 1914. (a) To suspend military measures within 12 hours. (b) Russia's failure to demobilize under threat. (c) Declaration of war by Germany, August 1, 1914. (2) Ultimatum to France, answer demanded within 18 hours. (a) Questioned France as to attitude in case of war between Russia and Germany. (b) Answer—"France will do what her interests dictate," followed by French mobilization, August 1, 1914. (c) Declaration of war by Germany, August 3, 1914.

Emphasize German responsibility for the war. (1) Her preparedness, (2) her dilatory or negative attitude toward all proposals for peace.

SALVAGING AND SAVING

The new problem of our people is that of adjusting themselves to the new conditions resulting from the shifting of industry and man power to a peace basis. Already many thousands of workmen and workwomen have been laid off from war work. If there is a peace job for every war worker and for every home-coming soldier, it will pay lower wages than were paid for war work. If there is a shortage of places, there will be an intense competition for them which will result in a still further lowering of wages.

There is only one way to prepare for the new emergency. That is to save and to salvage. These two words, originally meaning the same thing, now have different meanings. To *save* is not to spend or to use. To *salvage* is to use to the uttermost.

All the millions of fighting men in all the countries want to change their soldier uniforms for citizens' clothing. This will take all the surplus wool for a year, and the price of woolen goods will continue to be high.

Shoes must be repaired again and again, for leather is scarce, due to the shortage of cattle in all countries. The population of the United States has increased 20 per cent in the past ten years and the number of cattle has increased only 2 or 3 per cent.

We have watched the prices of metals jump to two or three times their before-the-war value. It will be at least a year before a full supply of some of these metals is available. Don't use metals in a way that does not get the full use out of each ounce. Don't leave farm machinery in the open. Keep iron fences and other exposed metal fixtures of your home well painted to keep them from rusting. If there is any waste metal around the house salvage it by selling it to the junk man, whose business

it is to see that it goes to some factory that can again put it into usable shape.

Schools can do much in salvage work of this sort, and at the same time accumulate a fund to use for Red Cross or other school purposes. The teacher should appoint a committee of pupils to look after the collection, storage, and sale of each sort of junk. Waste paper brings different prices according as it is newspaper, magazines, or books, or pasteboard. These different classes should be bundled and sold separately. Waste rubber and metals bring good prices. If the school is not in a town where there is a junk man, arrangements may be made to store the waste until the pupils have gathered a quantity large enough to send to the buyer by freight or truck.

THE SOLDIER'S SONG

So it's home again, and home again, America for me!
My heart is turning home again, and there I long to be,
In the land of youth and freedom beyond the ocean bars,
Where the air is full of sunlight, and the flag is full of stars.

—*Henry van Dyke.*

WAR AIMS AND PEACE PROGRAM

"America's War Aims and Peace Program" is the latest number in the War Information Series published by the Committee on Public Information and distributed free upon application to its offices in Washington, D.C. This pamphlet contains all of President Wilson's utterances with reference to peace, the more important statements coming from the Allied and enemy states, the negotiations leading up to the German armistice, and the armistice provisions. The appendix contains a valuable discussion of the development of the idea of a League of Nations.

A STORY OF BELLEAU WOOD

A French officer who commanded a body of French troops fighting fiercely and almost hopelessly in Belleau Wood near Château-Thierry, since then officially designated by the French Government as the Wood of the Marine Brigade, told me that when they had arrived almost at the point of total exhaustion, suddenly the Americans appeared rushing to the rescue. One of the American officers hurried up to him, saluted and said in execrably pronounced French just six words: "Vous-fatigues, vous-partir, notre job." "You-tired, you-get away, our job." And right nobly did they do their job.—*Otto H. Kahn.*

ENGLISH IS HIS DUE

"Many millions of people in America are reached through papers printed in some foreign language," says Secretary Lane. If your school includes even one foreigner, can't you give him some special work in English? If every teacher in the United States helped one student to learn the language of his adopted land more than a half million foreigners a year would be on the road to reading at the common library table and thinking real American thoughts.

WASTE IN LUXURIES

So eminent an authority as ex-President Eliot, of Harvard, has compiled the following table showing the amount spent annually for things that are more or less non-essential:

Intoxicating liquors	$2,200,000,000
Tobacco	1,200,000,000
Jewelry and Plate	800,000,000
Automobiles	500,000,000
Confectionery	200,000,000
Soft drinks	120,000,000
Tea and coffee	100,000,000
Millinery	90,000,000
Patent medicines	80,000,000
Chewing gum	13,000,000

Over five billions of dollars' waste! Do we realize how much money this is? Five billions, enough to give each man, woman and child in the United States $50; enough if put into dollar bills and placed side by side to stretch around the earth sixteen times, or almost to reach the moon.

It may be interesting to call attention to the fact that this luxury bill is almost exactly the same as the country's food bill. It is nearly five times the total amount spent on education of all kinds.

A LEAGUE OF NATIONS APPROVED

VIEWS OF LEADERS OF THE ALLIED GOVERNMENTS

"A general association of nations must be formed, under specific covenants, for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike."—*President Wilson, January 8, 1918.*

"The constitution of that League of Nations and the clear definition of its objects must be a part, is in a sense the most essential part, of the peace settlement itself." Some necessary conditions were stated by the President as follows: "No special or separate interest of any single nation or any group of nations can be made the basis of any part of the settlement which is not consistent with the common interest of all. There can be no leagues or alliances or special covenants and understandings within the general and common family of the League of Nations. . . . And more specifically, there can be no special, selfish economic combinations within the League, and no employment of any form of boycott or exclusion, except as the power of economic penalty by exclusion from the markets of the world may be vested in the League of Nations itself, as a means of discipline and control."—*President Wilson, September 27, 1918.*

"I think I do not mistake the current of public sentiment throughout our entire country, in saying that our people will favor an international agreement by which the peace brought about through such blood and suffering and destruction and enormous sacrifices shall be preserved by the joint power of the world."—*Ex-President W. H. Taft, September 26, 1917.*

"A court must be created to interpret the provisions of the treaty and apply them to detailed conditions. . . . There must be a commission of conciliation to settle questions of policy. . . . The Allies as a League of Nations must maintain a combined military and naval force as a police force, to restrain these children in self-government [the new republics set up in Europe] from violence, and to protect them from the possible bullying by the successors of the old imperial governments. They must maintain a police force to stamp out that enemy of mankind, bolshevism. . . . The conference in dealing with new situations is bound to lay down and elaborate principles of international law never before definitely agreed upon. In other words, the treaty of peace itself must have a League of Nations to enforce peace for half the world, with a court, a council of conciliation, a police force, and a quasi-legislative body to enact international law."—*Ex-President W. H. Taft, December 7, 1918.*

"A great attempt must be made to establish by some international organization an alternative to war as a means of settling international disputes."—*David Lloyd George, British Prime Minister, January 5, 1918.*

"A large number of small nations have been reborn in Europe, and these will require a League of Nations to protect them against the covetousness of ambitious and grasping neighbors. In my judgment a League of Nations is absolutely essential to permanent peace. We shall go to the peace conference to guarantee that a League of Nations is a reality."—*David Lloyd George, November 11, 1918.*

"During the first month or six weeks of the war I said, quoting a phrase of Mr. Gladstone's, that the 'enthronement of the idea of public right' was the best definition we could have of the ends of our war policy. And that idea, I added, could only be realized by a 'real international partnership, based on the recognition of equal rights, and established and enforced by a common will.' I venture to recall those words, lest it should be supposed that what we now speak of as the League of Nations was a mere afterthought. But there can be no question that President Wilson has done more than any statesman of the Entente to concentrate the minds, not only of his own people and of the Allies, but of neutral nations, and I will add, so far as they are allowed to hear and know the truth, of the enemy peoples themselves, upon this as our dominating and world-wide aim. It is this which, apart from, and in addition to, the special claims and special interests of this or that nationality, justifies the sacrifice which the great democracies are making of their blood and their treasure of the best resources of their manhood, of the brightest promise of their youth."—*Herbert H. Asquith, leader of the Liberal Party n Great Britain, July 4, 1918.*

"We must try to get some alliance, or confederation, or conference, to which these states shall belong, and no state in which shall be at liberty to go to war without reference to arbitration, or to a conference of the League, in the first place. Then if a state breaks the contract it will become *ipso facto* at war with the other states of the League, and they will support each other, without any need for an international police, in punishing or repairing the breach of the contract. Some of them may do it by economic pressure. This may apply perhaps to the smaller states. The larger and more powerful states may do it by the direct use of naval and military force. In this way we may not indeed abolish war, but we can render it a good deal more difficult in the future."—*Lord Curzon, June 26, 1918.*

"I will say this: If the peace of Europe can be preserved, and the present crisis safely passed, my own endeavor will be to promote some arrangement to which Germany could be a party, by which she could be assured that no aggressive or hostile policy would be pursued against her or her allies by France, Russia, and ourselves, jointly or separately. . . . The idea has hitherto been too Utopian to form the subject of definite proposals, but if this present crisis so much more acute than any that Europe has gone through for generations be safely passed, I am hopeful that the belief and reaction which will follow may make possible some more definite rapprochement between the powers than has been possible hitherto."—*Sir Edward Grey, now Viscount Grey, formerly British Secretary for Foreign Affairs; on the eve of the war, July 30, 1914.*

"The establishment and maintenance of a League of Nations such as President Wilson has advocated is more important and essential to secure peace than any of the actual terms of peace that may conclude the war. It will transcend them all. The best of them will be worth little unless the future relations of states are to be on a basis that will prevent a recurrence of militarism in any state."—*Viscount Grey, in June, 1918.*

"Largely in vain will this war have been fought and all these sufferings endured if the peoples of the world are to fall back into a state of permanent alarm, suspicion, and hostility, each weighed down by the frightful burden of armaments."—*Lord Bryce, October 3, 1916.*

"The Chamber of Deputies, the direct expression of the sovereignty of the French people, expects that the efforts of the armies of the Republic and her allies will secure, once Prussian militarism is destroyed, durable guarantees for peace and independence for peoples great and small, in a League of Nations such as has already been foreshadowed."—*Resolution of French Chamber of Deputies, June 6, 1917, approved by Senate.*

"Now that the heads of the Governments of the United States and Great Britain have pronounced in its favor, and the principle has been accepted from the tribune of the French Chamber by Premier Ribot, no one would venture to call the League of Nations a Utopia."—*Albert Thomas, former French Minister of Munitions, November, 1918.*

"In a general way they desire to declare their respect for the lofty sentiments inspiring the American note, and their wholehearted agreement with the proposal to create a League of Nations which shall assure peace and justice throughout the world."—*Allied note in reply to President Wilson, January 11, 1917.*

"All states must be pressed to join a League of Nations for the prevention of wars. This involves the complete democratization of all countries. The rules on which the league shall be founded must be included in the treaty of peace. President Wilson's four general principles of February 11, 1918, are accepted."—*Memorandum of war aims adopted by the Inter-Allied Labor and Socialist Conference, London, Feb. 3, 1918.*

NATIONAL
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DIVISION OF EDUCATIONAL EXTENSION, DEPARTMENT OF THE INTERIOR

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COMMANDERS OF OUR ALLIED ARMIES

Brief Sketches of the Generals Whose Brilliant Deeds Won the Great War

So far as fighting is concerned, the world's greatest war is over. The Allied countries are now ringing with the praises of the heroic armies and generals who, in union with the naval commands and the statesmen at home, have achieved this result.

Marshal Foch

Foremost among the army leaders is Marshal Ferdinand Foch (pronounced "fosh"). For 40 years he has been a foremost military figure in France, and he is now recognized as one of the world's greatest generals.

Like Joffre, Foch is from the south of France, but he has little of the emotional qualities traditionally ascribed to that region. His features are those of the thinker, combining equally meditation and action, thought and will. For many years he was a professor of military strategy in, and later director of, the French war college, where he impressed his views and personality upon successive generations of French officers. His lectures on the art of war are embodied in at least two published books, and these have been valued very highly, even by the Germans. "To make war is to attack," is one of his favorite maxims. No one insists more than Foch on unquenchable courage and energy of action as well as on soundness of strategy.

General John J. Pershing, Commander of the American Armies

Foch's Brilliant Strategy

In the first battle of the Marne, in September, 1914, General Foch commanded three army corps in the French center. His despatch to General Joffre is famous:

"Outflanked on the right; outflanked on the left. Situation on the whole excellent. 'Am going to advance."

His daring maneuver in swinging the 42nd Division out of action in one part of the line, in order to use it in attack in another part, was worthy of Napoleon. In October and November of that year, his was the chief part in foiling the effort of the German Kaiser, in the first battle of Flanders, to break through to Calais and secure possession of the Channel ports.

On May 15, 1917, General Foch became chief of the French General Staff; and when the Germans began their great drive in the spring of 1918, he was given the supreme command of all the Allied armies on the western front. On August 16, 1918, he was made Marshal of France, the highest military honor the French republic could bestow. To Marshal Foch more than to any other person is due the credit for the brilliant campaign of the summer and autumn of 1918, which threw back the German armies and forced them to sue for peace.

Field Marshal Haig

Sir Douglas Haig, commander-in-chief of the British forces in France and Belgium, is another outstanding figure. He was born June 19, 1861, of an honorable family of Fifeshire, Scotland, and served for many

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FIND WORK FOR RETURNING SOLDIERS

Entire Nation Enlisted to Find Employment for Honorably Discharged Fighters

With the approval of the Secretaries of War, Navy, Agriculture, Interior, and Commerce and Labor, sitting together as a Council of National Defense, the United States Employment Service of the Department of Labor, with the assistance of the state councils and their community councils, has undertaken to organize in every city and town throughout the country a bureau for the employment of returning soldiers and sailors.

A general board of control will be established in Washington, consisting of representatives of the following: the Army, the Navy, the Department of Agriculture, the Department of Labor, the Council of National Defense, the War Labor Policies Board, the War Industries Board, the Federal Board for Vocational Education, the American Council of Education, the American Federation of Labor, the American Red Cross, the Young Men's Christian Association, the Young Women's Christian Association, the National Catholic War Council, the Jewish Welfare Board, the General War Time Commission of Churches, the War Camp Community Service, and the Salvation Army.

In all communities throughout the country, community boards, operating with the community labor boards of the United States Employment Service and the community councils of defense, will be made up of the representatives of these organizations. This places upon each community the responsibility of finding jobs for its own men who are released from service.

How the Soldier Finds the Job

Under the plan of the campaign, as outlined, the soldier in the demobilization camp or on a transport will go to any welfare agent assigned to his unit, make claim of his needs for employment, and give his qualifications. The welfare agent will re-

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COMMANDERS OF OUR ALLIED ARMIES

(Continued from page 1)

years in the cavalry arm of the British service. He was with Kitchener in 1898, in the advance from Egypt to Khartum against the followers of the Mahdi. He fought in the South African war (1899-1902), and also saw extensive service in India (1903-06, 1909-12). He reached the rank of major-general in 1904, lieutenant-general in 1910, and general in 1914.

When Sir John French was recalled from the chief British command in 1915, General Haig was appointed in his place. After the battle of the Somme, in 1916, he was made a field marshal. It is now reported that, in recognition of his brilliant victories in the Allied offensive of 1918, he is to be made a duke, with a grant of $2,000,000 to support the dignity of his new rank. For dogged fighting of the traditionally British sort, united with organizing and strategic abilities of the highest order, English history can boast no one superior to the present British commander-in-chief.

General Diaz, Italian Chief

General Armando Diaz (pronounced de'äts), commander-in-chief of the Italian armies, was born in Naples in 1861. From the position of sub-lieutenant, which he held in 1891, he had worked his way up to the rank of colonel, when he was called to serve as chief secretary of the General Staff. In the course of the Italian war with Turkey over Tripoli (1911-12), he was made a major-general. As commander of a division, and then of the 23d Corps, he served in the present war under the Duke of Aosta, distinguishing himself in the operations on the Carso plateau, near the head of the Adriatic, in May, 1917.

October 24, 1917, the Italians suffered a severe defeat at Caporetto, through a surprise attack of the Austrians, preceded by a most elaborate "defeatest" propaganda, designed to break down the Italian morale at home and in the army. Following this disaster, General Diaz was made supreme commander of the Italian armies. He reorganized the forces so effectually that they not only stemmed the Austrian advance, but on October 24, 1918—exactly a year from the defeat at Caporetto—a new Italian advance was begun on the Piave river. This broke and routed the Austrian armies, captured over 300,000 prisoners and 5000 guns, and forced the Austrian command to sign an armistice, November 3, which amounted to complete surrender. By this battle, General Diaz' fame is established as a general fully worthy of fellowship with the other great leaders of the Allied cause.

Field Marshal Haig

"Black Jack" Pershing

Our own General Pershing was born in a modest home four miles from the little frontier town of Laclede, Missouri, on September 13, 1860. His father was of good descent, but at that time was a section boss on a railroad; later he was a storekeeper, a farmer, and a clerk in a clothing store. Young Pershing's earliest years were passed amid the stirring "bushwhacking" scenes of the Civil War in Missouri. When he was only 19 he taught a district school, and then attended the Kirksville, Mo., Normal School. In 1882 he took a competitive examination for appointment to West Point Military Academy, and secured the appointment. He was graduated in 1886 and was assigned to the 6th Cavalry as second lieutenant. In the early years of his service he saw hard riding and active fighting in the Geronimo Indian campaign, under General Miles. In 1893 he became first lieutenant and was assigned to the 10th (negro) Cavalry. It was because of his service with this regiment that he derived the nickname of "Black Jack," which has clung to him ever since.

Foch, Marshal of France

Pershing's Varied Career

After serving three years as commandant of cadets in the University of Nebraska, Lieutenant Pershing was stationed as an instructor at West Point. When the Spanish War came, in 1898, he applied for and was given active service with his old regiment (the 10th); and after the battle of El Caney, in Cuba, he was promoted to be captain. He then served in the Philippines. Here he showed such skill, both as fighter and administrator, that, in 1906, President Roosevelt promoted him from captain to brigadier-general, jumping him over the heads of 862 officers who were his seniors in service.

General Armando Diaz

General Pershing accompanied the Japanese army in Manchuria as American military observer during the Russo-Japanese War. In 1911-13, he was governor of Mindanao province in the Philippines, and put down the troublesome Moro insurrection. In August, 1915, he headed the American expedition into Mexico in pursuit of Villa, the bandit chieftain.

Pershing in the Present War

On the entrance of the United States into the European war, on April 6, 1917, General Pershing was selected to command the American Expeditionary Forces. As such he is the first American commander to lead troops in war on European soil. He was advanced from the rank of major-general to that of general, on October 8, 1917.

Owing to the necessity of creating an army on a gigantic scale for a people hitherto without a large military establishment, and of transporting and using that army over 3000 miles from its home ports, General Pershing has been confronted with difficulties greater than those of any European commander. He has surmounted these brilliantly; and his leadership of the American forces at St. Mihiel and in the Argonne Forest, equally with the conduct of the troops themselves and the military organization at their back, have won the highest praise from all quarters.

Coöperation of Subordinates and Civilians

A dozen or more other generals, in each of the Allied armies, might fittingly be mentioned, but these four are the ones who have had the supreme commands. To their energy, intelligence, and long and laborious preparation—through years of study and obscure service—is due the leadership which has been able to use, not merely the zeal and ability of their subordinates, but also the disciplined self-sacrifice of the rank and file and of civilian populations, and to bring all to a triumphant conclusion in making the world "safe for democracy."

STRATEGY AND TACTICS

German and French Theories Contrasted in the First Battle of the Marne, and Subsequently

"Strategy" and "tactics" are terms much used in describing military operations, and often in a figurative sense in non-military matters. But how many of us can distinguish accurately between them? Still fewer, it may be assumed, would be able to describe even broadly the rival schools of military strategy which have been contending for the mastery in the great world war, now happily at its ending.

Strategy has been described as the art of directing armies in the theater of operations. Its units are armies, and its operations campaigns. Tactics, on the other hand, is the art of disposing and maneuvering troops on the actual field of battle. It concerns the movement of brigades, regiments, and companies, and takes special forms such as infantry tactics, cavalry tactics, trench tactics, and tactics of gas warfare.

Two Schools of Strategy

There are two main schools of military strategy, the German and the French. These joined issue in the first battle of the Marne, and many times since. The German theory is best stated in the writings of von Schlieffen, head of the German General Staff from 1891 to 1905. The French theory is best stated in the writings of Marshal Foch, formerly head of the French War College, and later the victorious commander of the Allied and American armies on the Western front.

Battle of the Marne - Sept 6, 1914.

In the above map the main French armies are numbered with Arabic figures; the advancing German armies (indicated by arrows) are numbered with Roman numerals. The letters BR. mark the location of the British under General French. The battle of the Marne was fought roughly in the region between Verdun and Paris. The German strategy was to turn and envelop the Allied left with the German First Army, and to break loose the French Third Army, pivoted at Verdun, with the German Fifth Army. Both attempts failed, and the German First Army in its turn narrowly escaped being enveloped by the French Sixth Army, guarding Paris.

The German Theory

The German theory finds the model of a battle and the secret of a crushing victory in the battle of Cannae, which was fought between the Romans and the Carthaginians in Italy in the year 216 B. C. The German General Staff in 1914 tried to make of the battle of the Marne a vastly magnified reproduction of Hannibal's masterpiece. It was to be won by a superiority of force on both flanks and an extension of both wings beyond the enemy's line, thus producing a complete envelopment of the enemy, a crushing victory, and the destruction or surrender of the opposing army—the "battle with no morrow." On a small scale this is the "pincers movement," of which we from time to time hear in the press. This theory involves a widely extended front, of substantially equal weight in various sections, advancing with equal speed on parallel lines, and with few troops held in reserve. It required in 1914 the violation of Belgian neutrality to get the needed length of front. It laid as much weight upon the German effort to push past and encircle the eastern end of the French main line around Toul, as it did upon the effort to push past and encircle the western end of the same line, first at Mons and later north and northeast of Paris.

The French Theory

The French theory, on the contrary, involves an attack upon the enemy by a powerful advance guard or advance army, which is to feel out the enemy's dispositions, and by fighting and if necessary retreating on its reserves is to give to its side time to fix the line of battle and to distribute its forces in the light of this information. By its retreat, also, it is to draw the enemy on to give battle under the conditions thus chosen by the defense. This theory involves the idea of massing a crushing superiority of force—infantry, and especially artillery—at some point on the line, and breaking through or pushing back the enemy at that point so as to get an attack both in front and on the flank, the usual—one may perhaps say the normal—way of winning a victory. This strategy owes much to the first Napoleon in his earlier campaigns.

German Plan Collapsed

After the German plan on the Western front collapsed, and the line of trenches from Switzerland to the sea prevented a renewal of that effort, the Germans seem to have turned to something like the French theory of heavy reserves, thrown in suddenly in order to break through. Against the Russians the German theory succeeded. Against the French and British it failed.

The strategy of Marshal Foch, on the other hand, brilliantly succeeded. It was applied in the Allied offensives which began on July 18, 1918, and which did not cease until the German armies, reeling and disordered and with lines of communication cut, were forced to sign the armistice of November 11 as the only escape from crushing disaster. It was this sound strategy of Marshal Foch, brilliantly applied and backed by the unified command, the relentless sea control of the British and American navies, the boundless resources and fighting troops of America, with the foreseeing statesmanship of President Wilson, which at length brought to naught the plans of the Central Powers.

The Germans seek to find consolation for disaster in the alleged fact that their armies were "unbeaten." When "unbeaten" armies give up the fight, it is proof positive that they recognize their cause as unworthy.

FIND WORK FOR RETURNING SOLDIERS

(Continued from page 1)

port the case to the representative of the United States Employment Service, stationed in each camp, and the employment representative will report the case to the central board in Washington. The central board will notify the state director of the United States Employment Service in the soldier's home state, as to the need of this particular man. The state director will thereupon notify the town from which the man came, that this man is returning, and that he will arrive at about a certain time, and will require a certain kind of employment. It will then be the duty of the local bureau to find for him that kind of employment.

In other words, a local bureau may be notified that there are eleven bricklayers, three automobile mechanics, and twenty-two carpenters returning to that city. If there is not employment for so many men the local bureau will notify the state director, who may be able to place those men in those occupations in their own district, or in adjoining cities or states.

Schools to Aid Local Bureaus

These local bureaus will also interest themselves in the education and the welfare of the returning soldiers, and for that reason it is desirable that wherever possible the schools of the country give whatever aid may be possible to the local bureaus. The necessity for this work is plain. Many soldiers are returning home. It is both a community and a national duty to see that as they come back everything is done to enable them to earn a livelihood in the positions where they can do the most effective work.

Coördinating the Work

In every community there are many bodies, such as churches, lodges, local branches of national women's organizations, the Red Cross, the Y. M. C. A., the National Catholic War Council, the Jewish Welfare Board, the Salvation Army, the American Federation of Labor, the War Camp Community Service, and draft boards, which are preparing to find employment for the returning soldiers and sailors. Unless the efforts of these organizations are coördinated, the work will overlap, with corresponding loss in efficiency.

The United States Employment Service is the official governmental organization charged with this coödination. It has over 1580 community labor boards throughout the country, each composed of one representative of employers, one of labor, and one of the Employment Service. It maintains over 850 offices and is assisted also by many volunteer agents. Wherever possible, teachers should coöperate with these local boards in collecting information as to vacancies which may be filled by returning soldiers.

The food supplies of the world have been steadily lessening. It is the impact of this shortage which has knocked at every door in the United States. We hold it in our power and ours alone, to keep the wolf from the door of the world. This duty is wider than war—it is as wide as our humanity.—*Herbert Hoover, May, 1917.*

INCREASED FOOD SUPPLY

Secretary Houston Commends Farmers for Their Part in Helping to Win the War

"Striking but altogether too little known and appreciated" is the part played in helping to win the war by millions of men, women, boys, and girls on farms and in organized agricultural agencies, according to the recently published annual report of David F. Houston, Secretary of Agriculture. Within the last two years, the attention of the world has been directed to its food supply. The towns and cities, he points out, are directly dependent upon agriculture. Consequently, they are taking an intelligent, constructive interest in the betterment of rural life.

Wheat Acreage Increased

For wheat and other leading cereals and for potatoes, tobacco, and cotton, farmers in 1918 planted 289,000,000 acres, an increase over the preceding record year of 5,600,000. It is especially noteworthy, the Secretary points out, that, while the acreage planted in wheat in 1917 was slightly less than that for the record year of 1915, it exceeded the five-year average (1910-1914) by 7,000,000; that the acreage planted in 1918 exceeded the previous record by 3,500,000; and that the indications are that the acreage planted during the current fall season will exceed that of any preceding fall planting.

Growth of Food Supply

Notwithstanding adverse climatic conditions in 1917, especially for wheat, and in 1918, especially for corn, the Secretary reports that only 1915 has exceeded either 1917 or 1918 in the aggregate yield of wheat and other leading cereals.

"The estimated total for 1917," he explains, "was 5,796,000,000 bushels and for 1918, 5,638,000,000 bushels, a decrease of approximately 160,000,000 bushels. But the available supplies for human food or the aggregate nutritive value will not be less in 1918 than in 1917. Fortunately, the wheat production for the current year—918,920,000 bushels—is greatly in excess of that for each of the preceding two years, 650,828,000 bushels, exceeds the five-year pre-war next to the record wheat crop of the Nation. The estimated corn crop, 2,749,000,000 bushels, exceeds the five-year prewar average by 17,000,000 bushels, is 3.4 per cent above the average in quality, and greatly superior to that of 1917."

The number of pounds of beef for 1918 is given at 8,500,000,000 pounds, as against 6,079,000,000 for 1914, the year preceding the European war; and that the total for 1918 of beef, pork, and mutton is given at 19,495,000,000 pounds, as against 15,587,000,000 pounds for 1914.

Yields of Major Food Crops

Yields in 1918 of the major food crops were as follows, according to unrevised estimates: 2,749,198,000 bushels of corn; 918,920,000 bushels of wheat; 1,535,297,000 bushels of oats; 236,505,000 bushels of barley; 76,687,000 bushels of rye; 18,370,000 bushels of buckwheat; 41,918,000 bushels of rice; 61,182,000 bushels of kaffirs; 390,101,000 bushels of Irish potatoes; 88,114,000 bushels of sweet potatoes; 17,802,000 bushels of commercial beans; 40,185,000 bushels of peaches; 10,342,000 bushels of pears; 197,360,000 bushels of apples; 6,549,000 tons of sugar beets; 29,757,000 gallons of sorghum sirup; 52,617,000 bushels of peanuts.

Striking Comparisons

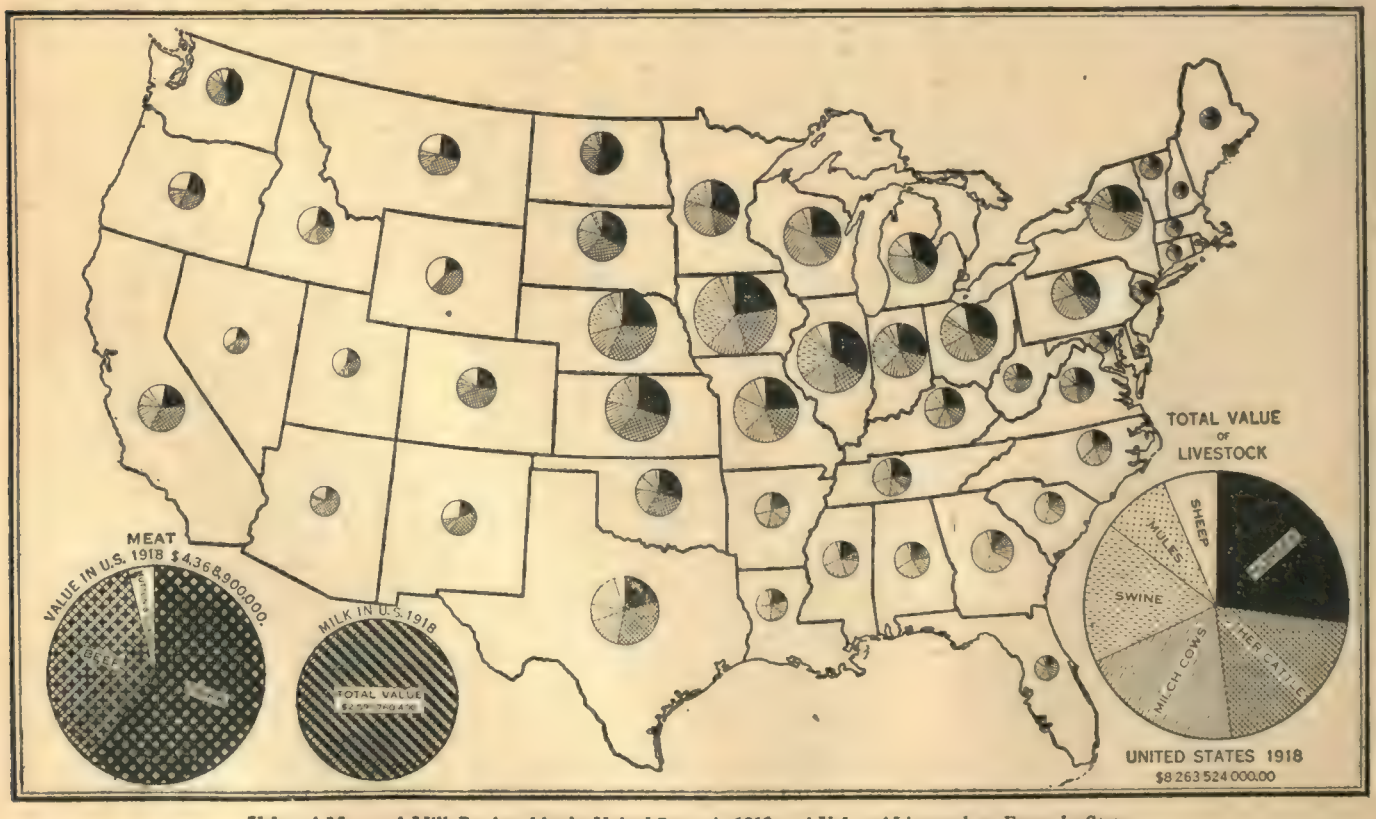
The estimated 1918 production of all the cereals, 5,638,077,000 bushels, compares with 5,796,332,000 bushels in 1917, and 4,883,819,000 bushels, the annual average in the five-year period 1910-1914. On January 1, 1918, it is estimated there were on American farms 21,563,000 horses, compared with an average of 20,430,000 in the five years 1910-1914; 4,824,000 mules, compared with 4,346,000; 23,284,000 milch cows, compared with 20,676,000; 43,546,000 other cattle, compared with 38,000,000; 48,900,000 sheep (an increase, for the first time in many years, over the preceding year), compared with 51,929,000; 71,374,000 swine compared with 61,865,000.

The estimated 1918 production of beef, 8,500,000,000 pounds, compares with 7,384,007,000 pounds in 1917; 10,500,000,000 pounds of pork, with 8,450,148,000; 495,000,000 pounds of mutton and goat meat, with 491,205,000; 8,429,000,000 gallons of milk produced in 1918 was 141,000,000 pounds more than the 1917 production; 299,921,000 pounds of wool, 18,029,000 pounds more than 1917; 1,921,000,000 dozens of eggs, 37,000,000 dozens more; 589,000,000 head of poultry, 11,000,000 more than in 1917.

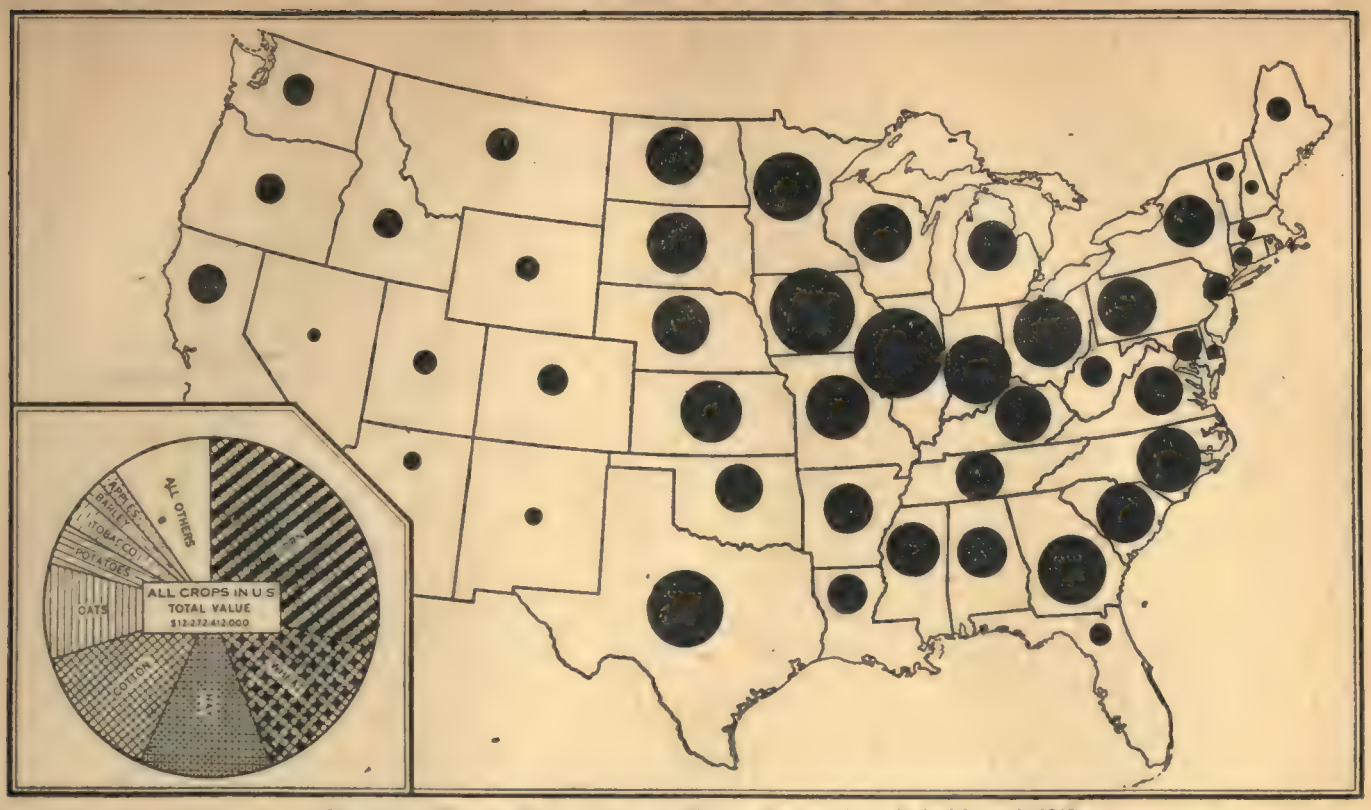
With such favorable comparisons, showing a remarkable increase in food production, the record of the American farmer is "striking" and should be better "known and appreciated."

WORLD FOOD SITUATION

A survey of European food conditions existing November 11, 1918, as reported by the United States Food Administration disclosed the following: Famine conditions in northwestern Russia, Finland, Poland, Bohemia, Serbia (including the territory westward to the Adriatic, and Armenia; food shortage approaching the famine point in Germany, Austria-Hungary, Rumania, Greece, and southwestern



Value of Meat and Milk Produced in the United States in 1918, and Value of Livestock on Farms by States



Comparative Value and Value by States of all Crops Produced in the United States in 1918

On the basis of prices that have recently prevailed, the value of all crops produced in 1918 and of live stock on farms on January 1, including horses, mules, cattle, sheep, swine, and poultry, is estimated to be $24,700,000,000, compared with $21,325,000,000 for 1917, $15,800,000,000 for 1916, $12,650,000,000 for 1914, and $11,700,000,000 for the five-year average. Of course, this greatly increased financial showing does not mean that the Nation is better off to that extent or that its real wealth has advanced in that proportion. Considering merely the domestic relations, the true state is indicated rather in terms of real commodities. The increased values, however, do reveal that the monetary returns to the farmers have increased proportionately with those of other groups of producers in the Nation and that their purchasing power has kept pace in the rising scale of prices.—*David F. Houston, Secretary of Agriculture.*

Russia (except Ukrania); serious food shortage in Switzerland, Italy, Bulgaria, and Turkey; a sufficient present food supply, but future serious in Norway, Sweden, Denmark, Great Britain, France, Spain, Portugal, and Ukrania. The world's food balance sheet in the different great groups of commodities, figured on the basis of avoidance of waste in exporting countries and on stringent war consumption in importing ones until the next harvest, is approximately as follows:

Wheat and Rye.—Sufficient supplies. The great stores in Austria, Argentine and other formerly inaccessible markets can be tapped.

High Protein Feeds for Dairy Animals.—A shortage of about 3,000,000 tons of wheat feeds and of seed and bean meals.

Other Feeds.—Sufficient supplies of oats, barley, and corn.

Beans, Peas, and Rice.—Sufficient supplies.

Fats.—A shortage of about 3,000,000 pounds in pork products, dairy products, and vegetable oils.

Beef.—The world's supplies of beef are limited to the capacity of the available refrigerating ships. There is enough beef in Australia, Argentine, and the United States to load these ships, but there will be a shortage in importing countries.

Sugar.—A shortage if the European nations increase their present short rations; otherwise, a normal supply for the United States.

Coffee.—A surplus.

The program of the United States Food Administration for the year 1919 calls for a shipment to Europe of about 20,000,000 tons of foodstuffs, as compared with 11,820,000 tons in the year ending July 1, 1918, and an average three-year pre-war shipment of 5,533,000 tons.

SPEED AMERICAN FOOD SHIPMENTS

United States Shipping Board Urges Active Transport Service in Relieving Stricken Peoples of Europe

The people of America must face the pressing problems of peace as patriotically as they faced those of war, if they heed the stirring appeal of Chairman Edward N. Hurley of the United States Shipping Board. In a recent letter Chairman Hurley asks the highways transport committee of the Council of National Defense to give all possible assistance in moving over the highways all food supplies intended for the relief of the famine-stricken peoples of Europe. The importance of the following appeal from Chairman Hurley should be made clear to every American who is anxious to help garner the finer fruits of victory:

"Our merchant marine of to-day and to-morrow will carry a message of good will to the nations of the world.

"Millions of cruelly starved folk face westward from every shore with mouths open to the promise of America. These must be fed—and then clothed—and also supplied with the other necessities of life. Our grand privilege is now here to restore life, strength, and hope to these peoples.

First Step in Relief

"Highways transport facilities at the farmers' gate and—at every farmer's gate—must immediately suggest the initial phase of overseas distribution.

"The Highways Transport Service is the first step in the great system of transportation to the sea and then on the merchant marine to the far points of the world.

Needed Peace-Time Service

"Food must begin to move soon from every hill, through every valley of the great country behind our shores, down to the shipping points, before we can start our ships from the ports and fulfill our duty; and, with the promise of the war's end before us, the highway's transport committee throughout this land could and should render a peace-time service by stimulating highways transport of nourishment and supplies so badly needed. Routes and channels from shipping points must be opened up and efficiently maintained, and our merchant marine must be built up to meet the demands for distribution overseas.

"Resistance in any form to the free movement of farm products must be reduced and eliminated.

"The United States Shipping Board urges that this message be carried through you and your regional chairmen to the State organization and on down through your great body of patriotic men whose vision can well embrace the crying need of their brothers in other lands for help."

SCHOOL FOR ALL CHILDREN

Back-to-School Drive Championed by Doctor Peixotto, Specialist in Child Welfare

"Back-to-School" is today the Government's watchword because the Government knows that illiteracy is a personal and national loss and that children at work when they should be in school forecast stunted, under-educated men and women, according to Jessica B. Peixotto, chief of the child conservation section of the field division of the Council of National Defense. The Children's Bureau and the child conservation section particularly urge that nothing keeps the next generation from their schooling, and that every energy be bent toward safeguarding the health of the growing child. It is at school that a child's healthy body is made worth while to him.

Fitting School to Child

The Back-to-School drive appeals to the teacher to join forces with the labor authorities and with the organized laity to see to it that illiteracy be reduced to a minimum. Doubtless teachers have done much in their communities to try to prevent truancy and to enforce school attendance, to limit child labor, and to adapt school curicula to the aptitudes of children. Especially those teachers who have already done something in the cause, should and will welcome this Back-to-School drive.

Handicap of Too Early Wage Work

The suggestion of the drive is that the teacher teaches young America itself the dangers of wage work before proper preparation for it and the falsity of the ambition to go to work too early. Government and school authorities all over the country agree to something like this: When a talented boy or girl is forced to leave school as soon as the law allows even in order to contribute to an insufficient family income, the Nation and the boy are equally the losers. The child himself is the first loser. He rarely overcomes the handicap of lack of education. The community is an even greater loser. Where its children lack the training that gives them their fullest skill, intelligence and healthy energy, society loses.

Illiterates Must Disappear

Better than any others, teachers know this tragic connection between quitting school early and dead-end occupations; between nerves broken by too early wage-work and broken careers. If the Back-to-School drive succeeds, more children than ever before will be brought under school influence. The teacher's opportunity widens. Therefore it is hoped that no teacher will feel this drive as an added duty thrust upon an already overburdened person. It is the very essence of the teacher's profession to be interested in the disappearance of the illiterate. The Back-to-School drive aims at nothing less.

School Increases Earning Power

The teachers of America can do at least these three definite things:

First, they can give children concrete instruction about the dollars-and-cents value of education, showing them facts such as the following taken from a table prepared by the United States Bureau of Education and quoted on page 5 of the Children's Year Leaflet No. 8. This table compares the wages of children who left the New York City schools at 14 years of age with those who left at 18 years of age:

Earnings per week of children who left school at 14, the end of grammar school.	Age	Earnings per week of children who left school at 18, the end of high school.
$ 4.00	14	
4.50	15	
5.00	16	
6.00	17	
7.00	18	$10.00
8.50	19	10.75
9.50	20	15.00
9.50	21	16.00
11.75	22	20.00
11.75	23	21.00
12.00	24	23.00
12.75	25	31.00
Total salary till 25 years of age, $5,112.50		Total salary till 25 years of age, $7,337.50

At 25 years of age the boy who had remained in school until 18 had received over $2,000 more salary than the boy who left at 14, and was then receiving over $900 a year more.

Second, teachers can tell more fortunate children about the condition of the working child, thus building a public opinion which will rebel with increasing insistence against the thought of any child being robbed of opportunity.

Third, teachers can get the school children to engage in a series of contests. They can ask the children themselves to set forth in composition the object of the drive. They can institute a competition in posters, offering a prize for the poster showing best the objections to child labor or showing what is most worth while for the Nation's children under 16. They can ask the children to prepare slogans on the reasons for school attendance until 16 years of age.

THE CHANGING MAP OF EUROPE

"Beaten upon land and frustrated upon sea, those sole surviving autocracies with which we fought broke into fragments before the mandate of an idea, and the map of Europe changed more in a few days than it had changed in centuries. The aggregating process which had gone on throughout many hundreds of years, and which had been deemed essential to national self-protection, was not only stayed, but set at naught, and nations fell into pieces like a child's picture puzzle, to be replaced in the general picture along lines of racial desire and a common culture."—*Report of the Secretary of the Interior, Franklin K. Lane.*

INFLUENZA STILL RAGES

Public Health Service Points Out Ways of Controlling the Spread of the Dread Plague

Commenting on the nation-wide reappearance of influenza, Surgeon General Rupert Blue of the Public Health Service likened the present situation to that after a great fire. He said:

"No fire chief who understands his business stops playing the hose on the charred débris as soon as the flames and visible fire have disappeared. On the contrary, he continues the water for hours and even days, for he knows that there is danger of the fire rekindling from smoldering embers.

"Unless the people learn to realize the seriousness of the danger they will be compelled to pay a heavy death toll from pneumonia and other respiratory diseases.

Common Colds Catching

"It is encouraging to observe that people are beginning to learn that ordinary coughs and colds are highly catching and are spread from person to person by means of droplets of germ laden mucus. Such droplets are sprayed into the air when careless or ignorant people cough or sneeze without covering the mouth and nose. It is also good to know that people have learned something about the value of fresh air. In summer, when people are largely out of doors, coughs, colds, and pneumonia are infrequent; in the fall, as people begin to remain indoors, the respiratory diseases increase. In the winter, when people are prone to stay in badly ventilated, overheated rooms, the respiratory diseases become very prevalent.

"Still another factor in the production of colds, pneumonia, and other respiratory diseases is carelessness or ignorance of the people regarding suitable clothing during the seasons when the weather suddenly changes. Sitting in warm rooms while one is too heavily dressed or, what is even more common especially among women, dressing so lightly that windows are kept closed, are very bad practices."

Hand-to-Mouth Infection

In a recent meeting of the American Public Health Association at Chicago, representatives from the United States, Canada, Mexico, and Cuba agreed that too little attention had been given to soiled fingers as agents in the spread of influenza.

"I was impressed," said Surgeon General Blue, "by the evidence pointing to hand-to-mouth infection as perhaps a very common means of spreading the disease. The same is true of infection spread through soiled eating and drinking utensils. One of the very interesting papers presented at the Chicago meeting described the experiences of various army camps in dealing with influenza. The evidence presented appeared to show that the disease was less prevalent in those camps where thorough sterilization of mess gear was insisted upon, than where this was not done.

"It would aid in our efforts to control communicable diseases generally if teachers would impress upon their pupils the importance of clean hands, and the prevalence of hand-to-mouth infection."

TEACHERS HELP DURING DEMOBILIZATION

Red Cross Home Service Asks Teachers to Help Give Aid and Information to Soldiers' and Sailors' Families

The Red Cross has no allies more helpful than the school teachers of the country, according to T. Bryan Deacon, assistant director general of civilian relief of the American Red Cross. Teachers make public opinion, he declares—not all of it, to be sure—but certainly a large part. As the members of a respected profession, their judgment is valued by their communities. Their words are carried by their pupils into homes of every sort. What "teacher" thinks on public questions usually takes precedence among children over ideas expressed by others. It is for this reason that the Red Cross turns to the teachers for help in getting the public to understand some of its plans for assisting our country to emerge from the war, a more wholesome and democratic place in which to live.

Helping Disabled Soldiers

One of the most important as well as the most appealing of the Red Cross plans is to help the Government carry out its program for the reëducation and reëstablishment in life of the returned disabled soldier. The Government's program provides for the most complete treatment and physical reconstruction of these men. They will be furnished with artificial limbs which the Government will keep in repair. They will have the very best opportunities for reëducation, and for placement in lucrative positions. They and their families will be supported while they are being trained. All this the Government is already doing through the Surgeon Generals of the Army and the Navy and through the Federal Board for Vocational Education and the Bureau of War Risk Insurance. The Red Cross service, while supplementary to that of the Government, is equally definite. It is caring for the man who needs assistance during the interval after he is discharged from the Army or Navy and before he becomes a client of the Federal Board for Vocational Education, a civilian department of the Government.

Caring for Families of Fighters

The Red Cross looks after the welfare of the family while the man is being reeducated and placed. It explains to the men and to the families the opportunities which the Government is offering and encourages the men to avail themselves of those opportunities and encourages the family to help him carry out his determination. And finally, the Red Cross home service committees, who are doing all of this work, are pledged to help create a general public sentiment in favor of patient, humane, and intelligent care for these men as against the tendency to make them objects of public adoration and ill-advised petting for a little while, after which comes the inevitable reaction of neglect and dependency. By becoming informed on this subject, each teacher can help tremendously to combat the latter tendency and thereby do a real service for the Government and for the men who deserve the best at our hands.

Fitting Returned Men to Jobs

The Government has not only made plans for taking care of the disabled soldier, but for the able-bodied man who comes back and finds that he needs to seek employment. The Red Cross home service is cooperating in this employment service just as in the work of caring for the disabled men.

Health Service for Fighters' Families

The Red Cross home service for soldiers and sailors and their families consists also in building up the health of those families so that the family will resume life after the demobilization period in a physical condition as good as or better than when the war began.

With the growing appreciation that individual health depends very largely upon the effectiveness of public health measures, the home service folk are interesting themselves more and more in helping public health officials reach the people who need to be taught. The home service visitors are teaching soldiers' and sailors' families how to care for the babies, how to prevent the spread of contagious diseases, are encouraging them to remove physical defects, are showing them how to prepare food nutritiously, are teaching them what their rights and duties are under the laws for the protection of public health, and are bringing he lthful and relaxing recreation into their lives.

Home service is, at bottom, teaching, not formally or in schools, but a kind of home instruction in practical every-day matters in which every home ought to be instructed, but in which many are not. The teachers of America can do much by coöperating with home service units in bringing information and assistance to soldiers' and sailors' families.

TWO VIEWS OF GERMAN FRIGHTFULNESS

A French View

Eager as they were to meet the enemy, they did not know when they arrived the enormity of his crimes. That they might know how the German armies make war it has been necessary that they see towns systematically burned down, mines flooded, factories reduced to ashes, orchards devastated, cathedrals shelled and fired—all that deliberate savagery, aimed to destroy national wealth, nature, and beauty, which the imagination could not conceive at a distance from the men and things that have endured it and today bear witness to it. . . . Should this guilt remain unpunished, could it be renewed, the most splendid victories would be in vain.—*President Poincaire, at a luncheon in honor of President Wilson, Paris, December 14, 1918.*

An American View

Never before has war worn so terrible a visage or exhibited more grossly the debasing influence of illicit ambitions. I am sure that I shall look upon the ruin wrought by the armies of the Central Empires with the same repulsion and deep indignation that they stir in the hearts of the men of France and Belgium, and I appreciate, as you do, sir, the necessity of such action in the final settlement of the issues of the war as will not only rebuke such acts of terror and spoiliation, but make men everywhere aware that they cannot be ventured upon without the certainty of just punishment.—*President Wilson, in responding to an address of welcome by President Poincaire, Paris, December 14, 1918.*

SOLDIERS NEED BOOKS

No fewer than two million books have already reached our soldiers overseas through the Library War Service of the American Library Association. Nearly four million books have been donated for use in camps and cantonments. Many more books are needed. Thousands of copies of the best books of fiction are wanted at once. The teachers, through their schools and communities, can help meet the need.

With the signing of the Armistice, new problems arise in connection with the Library War Service. Thousands of the men are returning; but other thousands will remain for periods at present uncertain. They will be likely to be restless, and if they are not usefully occupied, their morale may be seriously impaired.

The War Department has recognized this prospect and has given its sanction to a scheme of instruction for the soldiers, largely in vocational subjects, proposed by an army educational commission initiated by the Y.M.C.A. Under the plan thus proposed, the huts of all the Welfare organizations will be used as classrooms, the instructors furnished largely from the forces themselves, and textbooks supplied.

The task of furnishing the reference collections needed to supplement the textbooks, and the expert library service incidental to their use, fall to the American Library Association. The Association will expend the funds entrusted to it for the purchase of reference books, but it still looks to the public to supply the recreational literature needed. Let every school do its part to help. Books collected at school should be sent to the nearest public library. If there is no public library in your vicinity, notify Frank B. Hill, 124 E. 28th Street, New York City, and instructions will be sent for shipping the books without cost to you.

National School Service

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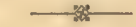
PROBLEMS OF RECONSTRUCTION

With this issue NATIONAL SCHOOL SERVICE passes to the Division of Educational Extension of the Department of the Interior. The staff and the general policy of the publication remain unchanged. It is in this fact chiefly that the new director finds his warrant for hoping that in its changed relations NATIONAL SCHOOL SERVICE may maintain the high standard of excellence achieved under the guidance of its former director, Dr. Guy Stanton Ford.

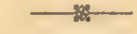
The ending of the active stage of the war alters somewhat the scope of this periodical. There are still war messages of the Government to be transmitted to the schools, such as the need for large production and saving of food, the continuance of thrift stamp and Liberty loan campaigns, and the generous support of the Red Cross and other agencies ministering to our victorious soldiers and sailors at home and abroad. New problems, however, arise with the approach of peace, and to the solution of these also the schools must lend their aid. The rehabilitation and placement of our returning soldiers; the reclamation of waste lands as a heritage with which to endow them; the furtherance of measures of our Government to prevent the recurrence of the scourge of war; above all, active aid in support of movements to assist our "melting pot" in casting out the slag of alienism and disloyalty, and fusing foreign born and native born in a single, homogeneous, progressive American stock,—these are some of the new "national services" for which NATIONAL SCHOOL SERVICE bespeaks the active aid and support of the schools of America.

The Division of Educational Extension is a new branch of the Department of the Interior, under the Bureau of Education. In addition to publishing NATIONAL SCHOOL SERVICE the Division has for its purpose the direct service of the public in educational ways, and especially through coöperation with state university extension organizations in making more available the publications and other educative resources of the Government which are less widely known than they deserve to be. In both undertakings it asks the active aid of the 600,000 teachers of America, to whom this periodical is addressed.

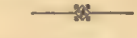
J. J. PETTIJOHN, *Director,*
Division of Educational Extension.



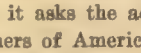
A reconstruction slogan: "Back to the School!"



If waste and prodigality are unpardonable in times of war, it does not follow that they become virtues with the advent of peace. The waster is never less than a parasite upon society. Needless extravagance never was and never will be a virtue merely because it "puts money into circulation." The war has forced home some of the elemental truths of economics. The schools can see to it that the recognition of these truths does not lapse with the return of peace.



The American people are idealists by both temperament and tradition. It was idealism that led them to espouse the cause of Cuba against Spain. It was idealism that refused a punitive indemnity from China at the close of the Boxer rebellion. It was idealism that welcomed the Chinese students to American educational institutions as a substitute for an indemnity, and laid the basis of an enduring friendship between the two great republics of the Far East and the Far West. It was idealism that sent two million men to France and made quickly possible a democratic victory. It is the idealism of the American people that today gives to President Wilson his commanding influence in the councils of the allied and associated peoples. Among nations as among individuals, repeated acts that are consciously consistent with ideals have a cumulative effect. They make for the integrity of national character. Every boy and every girl in our schools should know how and from what motives the nation is acting—should thrill with a new strength and a new pride when the act is right, and feel his or her share of the shame if the act should chance to be wrong.



Many if not most of the shortcomings of American education are due to the fact that the public schools are essentially local institutions. Owing to the inequalities of wealth, many communities are unable to support good schools. Other communities, although comparatively wealthy, are satisfied with low standards. The result is a wide variation of educational opportunities not only among different parts of the country, but also among the different communities of each state and even among different districts within the same county. We are beginning to see that the educational backwardness of any single community is a matter of concern, not only to that community, but to the nation as a whole. Generally speaking, it is the schools of the sparsely settled districts that have suffered the most from the narrow "neighborhood" conception of educational responsibility. From the national point of view, it is these village and rural schools that are the most important, for in them more than one half of the citizens of the next generation are enrolled, and the great majority of these future voters will have no schooling elsewhere.

Teachers everywhere, whether in rural or urban schools, will do well to join in a concerted effort to make one of the first great steps in educational reconstruction an immediate and thoroughgoing solution of the rural school problem. Surely our great democracy will not rest content until these glaring inequalities have been corrected.

THE PEACE CONFERENCE AND THE SCHOOLS

During the time that the Peace Conference is in session, teachers are urgently requested to give some time each week to discussions of the peace problems.

It is strongly recommended that these "peace lessons" be given a definite recognition in the class schedule or daily time-table in order that the pupils may think of them as part of the regular school work.

Every effort should be made to impress upon pupils of all grades the fact that they are living now through one of the most important periods of the world's history.

RURAL SCHOOL PROBLEM

Country Schools to be Aided by Federal Grant, is the Plea of the N. E. A.

"The Emergency in Rural Education" is the title of an interesting pamphlet just issued by the National Education Association, Washington, D.C. It shows that although 62 per cent of the total school enrollment of the country is in the rural schools, the average school term is but 137 days, or less than seven calendar months; salaries are much lower than in cities; and the equipment, including buildings, grounds, furniture, and apparatus, is generally poor. In all these respects not merely are our rural schools worse off than the schools of the cities, but conditions are worse also than in most European countries.

Rural Schools Need Strengthening

"The weakest link in the chain of the nation's education and civilization," say the authors of this report, "is the rural school. It must be strengthened, let the cost be what it may. If the rural school fail, rural civilization will fail; if rural civilization fail, American civilization will fail." Extensive readjustments in rural education are called for, so that it will better minister to economic needs, to social needs, and to spiritual needs.

Minister to Economic Needs

"The need was never before so great to teach the country folk how to make the most of these three great sources of wealth —soil, plant, and animal.

"Should not country boys and girls be taught in country schools by teachers prepared to teach them the simple principles of soil conservation, of fertilization, of tillage and drainage, and their practical application to efficient farming? Should they not be given a knowledge of plant life and of its adaptation to soil and environment, and of how to grow plants and to handle them most profitably? Of animals, how to keep them, how to care for them, and how to get the most out of them? How much time does the country school give to the study of these—how much does the country teacher know about them?

"Health, food, raiment, shelter—these are the elemental needs of life everywhere. They are more easily supplied in the country than elsewhere, and yet, on the whole, more poorly supplied there. How much does the country teacher know about these essentials? How much does the country school teach about them? Sanitation, food selection and preparation, canning, sewing, dressmaking, millinery, home-making, and decoration should have a place in the education of the country girls in the country schools."

Social and Spiritual Needs

Further, the rural schools must minister to the social needs of the community. "Good houses, good churches, good schools, good roads, good vehicles, good clothes, modern conveniences, and all other things that reduce drudgery, break up the isolation, add to the sociability, the comfort, the beauty and attractiveness of country life, cost good money, and the country boys and girls must be taught in the country schools how to make it out of soil, plant, and animal, and how to use it for the enrichment of country life."

The country school, in short, must be a social and recreational center of the community, as well as an educational and industrial one. At the same time it must minister to the spiritual needs of country people by teaching our country children something of the "revelation of the glory and beauty of God in His wonderful Book of Nature."

Provisions of Senate Bill

The funds required for these improvements in rural education are recognized as greater than the rural states and communities alone can provide. But the effects of the ills are felt by the nation as a whole, so federal aid in support of local educational effort is the remedy proposed. In this connection a summary is given of Senate Bill No. 4987, introduced by Senator Smith of Georgia, which provides for coöperation with the States through federal appropriations for equalizing educational opportunity. No state can share in the apportionment until it has made provision for a legal school term of at least twenty-four weeks in each year. It must also provide for the enforcement of an adequate compulsory attendance law, and provide that the basic language of instruction in the common school branches in all schools—public and private—shall be the English language only. The bill also provides for coöperation with the states in health education and in preparing teachers for the schools, particularly the rural schools. It further declares that no money appropriated shall be paid to any state unless a sum equally as large has been provided by said state or by local authorities for the purposes for which the appropriation is made.

THE NEED FOR AMERICANIZATION

There can be neither unity in ideals nor in purpose unless there is some common method of communication through which may be conveyed the thought of the Nation. All Americans must be taught to read and write and *think* in one language; this is a primary condition to that growth which all nations expect of us and which we demand of ourselves.

What should be said of a world-leading democracy wherein 10 per cent of the adult population can not read the laws which they are presumed to know?

What should be said of a democracy which sends an army to preach democracy wherein there was drafted out of the first 2,000,000 men a total of 200,000 men who could not read their orders or understand them when delivered, or read the letters sent them from home?

What should be said of a democracy which calls upon its citizens to consider the wisdom of forming a league of nations, or passing judgment upon a code which will insure the freedom of the seas, or of sacrificing the daily stint of wheat or meat for the benefit of the Roumanians or the Jugo-Slavs, when 18 per cent of the coming citizens of that democracy do not go to school?

What should be said of a democracy in which one of its sovereign States expends a grand total of $6.00 per year per child for sustaining its public-school system?

What should be said of a democracy which is challenged by the world to prove the superiority of its system of government over those discarded, and yet is compelled to reach many millions of its people through papers printed in some foreign language?

What should be said of a democracy which expends in a year twice as much for chewing gum as for schoolbooks, more for automobiles than for all primary and secondary education, and in which the average teacher's salary is less than that of the average day laborer?

What should be said of a democracy which permits tens of thousands of its native-born children to be taught American history in a foreign language—the Declaration of Independence and Lincoln's Gettysburg speech in German and other tongues?

What should be said of a democracy which permits men and women to work in masses where they seldom or never hear a word of English spoken?

Yet, this is all true of the United States of America in this year of grace 1918, wherein was fought the second Battle of the Marne and the Battle of the Argonne Forest.—*Franklin K. Lane.*

FREEDOM IS KING

God said, I am tired of kings,
I suffer them no more;
Up to my ear the morning brings
The outrage of the poor.

Think ye I made this ball
A field of havoc and war,
Where tyrants great and tyrants small
Might harry the weak and poor?

My angel—his name is Freedom—
Choose him to be your king;
He shall cut pathways east and west,
And fend you with his wing.

—*Ralph Waldo Emerson.*

Rural Schools

PEACE CONFERENCE GEOGRAPHY

Newspaper accounts of the peace conference have probably been discussed in your current events periods. As difficult as was the problem of winning the war are the many questions the conference has to answer. They deal with places all over the world. Get out your geographies and the maps in recent numbers of NATIONAL SCHOOL SERVICE, and see if you can find all the places whose futures depend on this conference.

First, there are all the colonial possessions of Germany. The conference must consider whether they are able to rule themselves; or if not, who is to rule them. In Africa there are German East Africa, German Southwest Africa, Togoland, and Kamerun. Can you find them all? In Asia there is Kiau Chau. Then there are the islands of Samoa, New Guinea or Kaiser Wilhelm Land, and the Carolina, Marshall, and Bismarck Islands. Find them all. All belonged to Germany when the war began.

Then there are lands which Turkey once ruled. Find Mesopotamia. England has conquered it from Turkey. The conference must decide who is to rule it. Find Constantinople. It was the capital of Turkey. What is there about its location that makes it very important to decide to whom it shall belong? To what straits does it guard the entrance.

Finally there are new countries that will probably be formed from the ruins of the Central Empires. Find Poland. What three countries owned parts of it before the war? Can you find in the encyclopedia or a history if they have always owned it? Find Danzig. One question before the conference is whether to give Danzig to Poland or not. Can you see any reason why it would be good for Poland to own it? Find Ukrainia, Finland, the Jugo-Slavs. Of what countries did they form a part before the war?

For over a year, 150 American scientists have been gathering information and making maps necessary to help our representatives at the conference decide what ought to be done with all these problems. When President Wilson went to Europe, it took three army truckloads to get all this material on shipboard.

JOIN THE MODERN HEALTH CRUSADERS

Not fit to be a soldier! One-third of our young men called to the colors had to be turned back, because they were weak or diseased, not fit to follow where the flag led. So, now that fighting of men against men has ceased, we are beginning a new fight, of men and women and boys and girls against disease and physical defect. We hope never again to have to say that one out of every three of our people is not fit for the work to which his country calls him.

This modern crusade is being led by the united forces of the Red Cross, the National Tuberculosis Association, the National Council of Defense, and the Public Health Service. A Junior Red Cross Manual is now in the press, which sets forth an inspiring program. A national organization of school children is provided, the Modern Health Crusaders, with four ranks, Page, Squire, Knight, and Knight Banneret. There are store cards, certificates of enrollment, badges, a national tournament, and banners for the victors. The tournament begins February 1, and every rural school will want to enter the lists.

There is to be, moreover, a crusade for better community sanitation. "They Shall Not Pass," the immortal motto of the Marne, is applied to the insidious armies of disease germs, and campaigns are to be organized in every community against the most dangerous disease carriers, house flies, mosquitoes, rats, and mice. These campaigns need to be planned in January and February.

Be sure to get the new manual from the chairman of your Red Cross chapter committee.

A DILIGENT PATRIOT

Boys' clubs and girls' clubs are important agencies of the Government in its efforts to increase food production, make better farmers and farmers' wives, induce young farm folk to stay in the country, and encourage young people in the country to educate themselves in agriculture. There are pig clubs, calf clubs, corn clubs, cotton clubs, and many others. Then there are garden clubs, canning clubs, and just clubs. To the last belong boys and girls who aim to be useful in such ways as may fall to their lot. As an encouragement to these young people, the Department of Agriculture has prepared medals, bearing a four-leaf clover, which is pinned upon the breast of any boy or girl who is recommended by the proper authority as deserving because of four consecutive years of useful and successful endeavor in his or her club.

A good many of these medals have been won, and worn with honor, but few have been more worthily attained than the one awarded recently to fifteen-year-old Ethel Lyngberg, who lives in Salt Lake County, Utah.

During the last season, besides attending high school, Ethel plowed 60 acres, and harrowed and leveled it for wheat, alfalfa, and beets, and helped her father cut hay. She also assisted with irrigation, in her father's absence, turning the water on and off alone. She canned 660 quarts of fruit and vegetables and dried many pounds. Meanwhile she was baking the bread for the family. During the summer 100 chickens grew to maturity under her care. In her spare moments she knitted socks for soldiers.

THRIFTY MOTHER GOOSE

There was a wicked man and he had a wicked look;
He was a wicked Kaiser; what he wanted he just took.
He fought a wicked war and he said it was just right,
Until some little Thrift Stamp just put him out of sight.

Mary had a little card,
Of saving stamps, you know
And everywhere that Mary went
That card was sure to go.

And every time she earned some change,
For doing well at school,
She'd save it for another stamp,
And soon her book was full.

"Why does she work so hard for them?"
The other children cry.
"Because she's saving money, dears,"
The teacher did reply.

Children enjoy composing jingles in imitation of the Mother Goose rhymes. These are sample jingles composed by children in the lower grades.

RURAL HEALTH AND SANITATION

Every means should be adopted to see to it that the benefits of modern medicine accrue more largely to the scattered populations of the rural districts. Formerly the urban communities were characteristically the homes of disease. They possessed all the disadvantages of concentration of population without adequate sanitary safeguards. Now no cities and very few of the larger towns are without substantial equipment in the way of drainage, sewage disposal, and hospitals. They have the services of specialists and of trained nurses. Very many of them provide free medical and dental clinics for people of limited means, have their schools inspected, and their water and milk supplies regularly tested and safeguarded. As a consequence, among the inhabitants of the larger communities the ravages of smallpox, typhoid fever, and malaria have been in large measure controlled. The rural districts still have advantages; but a vast deal remains to be done to control such pests as mosquitoes and the hookworm, to eliminate the sources of typhoid fever, and, even more, to give the country districts the advantages of modern hospitals, nursing, and specialized medical practice.—*David F. Houston, Secretary of Agriculture.*

THE HEAD ON THE VICTORY STAMP

Show one of the Victory Stamps. How many have one? Whose picture is on it? Why was Franklin chosen?

Benjamin Franklin was an early apostle of thrift and industry, virtues developed by necessity in the early days of America, and redeveloped in our nation by the world needs of the last few years. When he was a very young man, he made his rules of life, one of which was to live very frugally until he had paid all he owed.

Have a thrift program in honor of his birthday, which falls on January 17. The older pupils may find in "Poor Richard's Almanac" his wise savings about thrift and economy:

"Many a little makes a mickle."

"Who dainties love shall beggars prove."

"Rather go supperless to bed than rise in debt."

"Make no expense but to do good to others or yourself; i.e., waste nothing."

Some of these may be memorized and recited by the younger children, some may be written on the board, some illustrated by original drawings. A sack of wheat, a dollar and its equivalent pennies, a strong wall of bricks, snowflakes and a sheeted field, are examples of the "mickle" made of "littles."

Stories found in the "Autobiography" may be told or read to illustrate Franklin's habits of thrift and the wisdom of his rule. The whistle story shows how he learned very early the folly of thoughtless spending. The new china cup and silver spoon in which his wife one day came to serve his bread and milk, and the quaint and pretty presents he sent her from England, illustrate the pleasant comfort to which his life practice brought him.

Why do we call our savings stamps thrift stamps? Could every child buy a Thrift stamp in honor of the day, or save a penny or nickel toward the purchase of one, and tell how he saved to do it? Which saying or story from Franklin's life does each pupil's story suggest?

FOOD SAVING FRIENDS

The world is short of food. Men cannot fight and raise food at the same time. Fine farms have been fought over and destroyed. Shiploads of food have been sunk. Grain elevators with all their contents have been burned. Tens of millions of people in Europe are facing starvation. It is more than we can do to feed all the human beings who are in need.

There are millions of other creatures who consume food. We do not want to feed a single one of them. They are the caterpillars and bugs and grubs who devour our crops and destroy our fruit trees. How can we keep it from them?

We have some little friends on the job. Out in the winter woods you hear a sound—"whank, whank!" Circling around the trunk of a tree head down is a little gray bird, with a black band on the head and neck. It is a nuthatch. Nearby sounds a soft chorus: "Day, day, day, chick-a-day!" More little gray birds, smaller yet, each with a black cap, and a black spot under the chin, twirl about small twigs and peck and peck. Perhaps there are others, slender, tiny black-and-white warblers, the tufted titmouse with his bright black eyes and gray top-knot, the wee brown creeper, all of them pecking, pecking, pecking. Can you get near enough to them to see their slender sharp bills? What are they all pecking so busily?

You cannot see them, but hidden in bark of the trees are tiny eggs or the winter sleeping cases called pupa, in which lie, waiting for the spring, millions of caterpillars and other insects which would destroy every growing thing if it were not for these busy winter friends. Other friends there are too, who hammer away to find grubs hid deep in the trees. These are the woodpeckers, red-headed, downy, hairy, and others. They dig out the big fellows that the slender billed birds cannot reach. And all of them are saving food for human beings.

Do you know these friends of ours? There are fine colored bird pictures which show just how they look. See how many of them you can learn to know. It is a pity not to know ones best friends.

WORLD-PEACE ARITHMETIC

The stupendous cost of war, not only in human life and suffering but in money, is one of the greatest arguments against its recurrence. To help children appreciate this fact and understand the significance of the movement for a League of Nations, which President Wilson so earnestly advocates, try the following problems:

1. The War Department reports the following losses for our Expeditionary Forces: 53,169 killed; 179,625 wounded; 2,163 prisoners; 1160 missing. Find the total number of our casualties.

2. What is the population of your county? Of the largest city in your county? Compare these populations (by long division) with the total casualties of the American army.

3. A first-class battleship, fully equipped, now costs about $15,000,000. How many miles of hard road would this sum build in your state at a cost of $2000 per mile? How many consolidated schools would it build at a cost of $60,000 each?

4. To fire some of the guns of modern ships costs $1200 for each shot. At $3 a month each how many French and Belgian war orphans would the cost of a single gun shot feed for a year?

5. The total cost of the Great War to the United States alone has been about $18,000,000,000. Considering our population as 110,000,000 people how much is this per capita?

6. At $3 a month for each pupil, how many years of high school tuition would this per capita cost of the war provide for country boys and girls who wished to take a high school course?

7. The property destruction of the Great World War has been estimated at 2055 million dollars for Belgium; 1680 millions for France; 875 millions for Russia; and at 43 millions for the United States. Find the total property destruction in the countries named and draw lines on a scale of one inch to 100 million dollars which will show these comparative losses.

Primary Grades

CIVIC VIRTUES IN WAR ACTIVITIES

Small children express their citizenship very largely in terms of service, in the home, at school, and on the playground. And yet during the past year we have seen that our junior citizens have really had some conception of the larger citizenship of the nation and even of the rest of the world.

Let us see what great civic virtues have been developed by the war activities of our little Americans. Chivalry to the weak, liberty of choice, self government, neighborliness, self sacrifice, truth to one's pledges, and loyalty to one's country make a noble list.

Continue to tell stories of the great war which illustrate these virtues. Seize every opportunity that affords the children a chance to serve.

MARGARET'S LITTLE RED DRESS

"Mother, may I wear my red dress today?" said Little Margaret on the first school day after Christmas. "Please, mother, let me," she begged. "I will take such good care of it."

"Come here, Margaret," said her mother. "I will tell you a story while I comb your hair and get you ready for school." And this is the story Margaret's mother told:

Last spring when it was warm and pleasant, a wise fairy knew that the little cotton dress you were then wearing would not be warm enough to wear this winter. So she started out to find something from which to make a fine warm dress. Soon she came to a green meadow.

"Baa-a-a!" said an old gray sheep. "How I wish I could lay off my coat. I am so warm."

"Just the thing," said the fairy. "But how can I help you get off that great coat of wool, Nannie?"

"We will help you," said some strong, sharp shears; and snip, snap they went until Nannie's coat was all in a heap on the ground.

"But the wool is not clean," said the fairy.

"Swish, swish, swish!" said some soap and water, "we'll show you what we can do." And sure enough the wool was soon white as snow.

"How nice!" said the fairy. "But that wool does not look very much like a dress."

"Perhaps we can help you," said some strong combs called cards.

Back and forth they went until the wool was all combed out.

"Z-Z-Z!" sang the spinning wheels in the

big factory. "We'll spin the rolls of wool into skeins of soft, white yarn."

"S-S-S!" hissed the big kettle. "Dip the skeins in here and see what will happen." In went the snowy wool and out it came red as Christmas berries.

"Slam, bang!" said the great loom at the big factory. "See what my shuttle will do!"

Sure enough, when the yarn had been placed in the frame, the shuttle flew back and forth until a long roll of cloth lay on the back of the loom.

"That begins to look like a dress," said the fairy. "Now who will help?"

"Here we are!" sang out a pair of scissors, a needle, and a thimble.

"Now I know who will do the rest," said the fairy, as she put the thimble on mother's finger.

"So I sewed the pretty red dress for my own little daughter," said Margaret's mother as she slipped it over the little girl's head.

"Thank you and all the others for the dress," said Margaret. "I'll take good care of it," she added, as she ran off to school.

CONSERVING CLOTHING

Following the Christmas stories of shepherds and pastoral life, which many primary teachers use at this season of the year, it might be well to give an added emphasis this year to a study of the sheep as the source of the wool supply. Talk of the value of wool; the great quantity used for soldiers' clothing; the present high cost; the necessity for having warm clothing in the winter; the care of clothing; the hygiene of clothing, such as changing, cleaning, and airing; the danger of changing during variable weather.

Tell and dramatize the story of "Margaret's Little Red Dress." Let children talk about the time and labor it took to make it. Call the attention of the children to other articles of their clothing made of wool. Emphasis should be placed on children's care of their clothing—keeping it clean, hanging it up properly, being careful at play, not throwing it about carelessly.

A QUEER SAVINGS BANK

Tom had found an old bowl on the cupboard shelf, a lovely yellow bowl, with a verse written on it in brown; and when his mother read it to him, this is what it said:

"Some hae meat and canna eat,
And some would eat that want it,
But we hae meat and we can eat
And so the Lord be thankit."

Tom thought about it a long time, and when his sister Kate came in he showed it to her.

"Why," said Kate, "that is the bowl Grandmother sent to me from Scotland for my oatmeal when I was a little girl. And, Tom, the word meat doesn't mean just beef and bacon and such things. It means everything we eat. We children in America have all we want and are thankful for it."

"I suppose sick people are those who have food and cannot eat," said her brother thoughtfully. "But who would eat and not have any food?"

"Why, Tom, have you forgotten the poor people of Europe?" asked Kate.

"No, indeed, I haven't," said Tom. "I wish we could help them to 'hae meat,' too, sister."

"Well," said Kate, "I have a plan. Let's pretend the bowl is a bank and save food in it instead of pennies. Every time I go without sugar on my oatmeal or you take a small piece of butter instead of a large one, each will write it down on a piece of paper with his name and put the paper in the bowl."

"Agreed," said Tom. "We'll begin right now. At the end of a month we'll count up and see who has saved most 'meat' for those who 'want it.'"

Read this story to the children. Ask what they think of Kate's suggestion. How many would like to have such a savings bank in school? Let us get one and see how high we can fill it with our savings statements in one month. Then we can write or print the verse on a neat card and fasten it on the bowl as a reminder. On the last Friday in the month we will count up our food savings and have a little jollification.

SOLDIERS OF THE CLEAN PLATE

Here is a simple exercise suitable for very small children who wish to take part in a food saving program:

Select a dozen children of about the same size. Tie bibs about their necks and give each one a clean plate. The children march, keeping step to music. At a given signal they halt and face the audience. The first child begins by turning to its neighbor on the right, holding out a clean plate, and saying:

"Neighbor, neighbor, see my plate,
Every single crumb I ate,
How's the neighbor's next to thee?"

The second child answers,

"I don't know, but I'll go see."

The questions and answers are passed down the line until the last child has been asked the question. He answers:

"Very well, I thank thee."

At a signal from the piano the children raise their plates high above their heads, then march away to music.

UNCLE SAM'S NEW YEAR ACROSTIC

Not a penny wasted.
Every child should save food.
Waste nothing.

Your country still needs your help.
Eat less fats.
Assist the needy.
Repair worn shoes and clothes.

VICTORY SAVINGS STAMPS

January will bring the new 1919 issue of Victory Savings Stamps. Show the children the new blue stamp with the profile of the head of Benjamin Franklin upon it. Make it clear that the thrift stamps have not changed in appearance. Review the facts concerning the price of stamps and the methods of exchange. Franklin's birthday is a good day for a thrift program.

Intermediate Grades

MOTTOES FOR AMERICANS

We will walk on our own feet, we will work with our own hands, we will speak our own minds.—*Emerson.*

Government of the people, by the people, for the people—*Lincoln.*

All for each and each for all.—*Swiss motto.*

I have always thought the actions of men the best interpreters of their thoughts. —*Locke.*

STUDY PEACE CONFERENCE PROBLEMS

Following the suggestions found on page 8 of NATIONAL SCHOOL SERVICE, the teachers are urged to take up with their classes specific problems presented at the Peace Conference.

The "Peace Problem" period will be a definite part of the day's program. The papers daily reiterate the ideal of democracy. Have the children discuss the meaning of the word. It is a system, an organization of the people, it is made by the people, and it is carried on for the people. Every man by casting his vote decides upon his leaders. These leaders make laws and preserve order. Point out the statements in the Declaration of Independence and in the Preamble to the Constitution which refer to the principles of Democracy. What is the meaning of President Wilson's statement, "That the world may be made safe for democracy."

Democracy must gain a victory at the Peace Conference. Children will be able to hold in mind the ideal and search the papers daily for expressions of it.

RECONSTRUCTION THROUGH PRODUCTION

The busy Junior Red Cross members are pinning on their new buttons and rolling up their sleeves for another season's work. Do they know that the war is over? Yes, and their hearts are glad. Do they think that the war's end means stopping service? No, because they know sweaters and socks are needed by our men in cold Siberia, in northern France, and in Germany. The Winter is coming and each junior member wants the soldiers to be supplied with warm garments.

No Junior wants "The Greatest Mother in the World" to have the experience of Old Mother Hubbard. Mothering all the orphans is a giant task and clothes will wear

out, you know. Dresses and dresses and dresses, petticoats, and all the other things that little children need—these must be made for the children of war-stricken lands.

Though war may never come again, there are terrible diseases, fires, and earthquakes yet to be. These always leave destitute ones. Every spot in the world that is in need will be cared for by the busy Juniors. There are busy days now and busy days ahead.

HEALTH IS WEALTH

We must have health. Uncle Sam has learned some alarming facts about our bodies since the war brought so many youths under his care. His workers, the Red Cross, the National Tuberculosis Association, the National Council of Defense, and the Public Health Service have united to carry on a health crusade during the months of February, March, April, and May—one third of a year. Send to your local chapter leader for the handbook "Common Sense in Health," A R C 606, Supplement number 3. Then try for a place in the vanguard. Unfurl the banner "One Hundred Per Cent Health!"

THE LAND OF EQUAL CHANCE

Time: January, 1919. Place: At the edge of the land. On either side of the stage there are two small curtained windows. At the centre of the stage back, are two long steps leading to a dark closed curtain. Enter from one side Father Time, from the other Mother Space.

Father T. Happy New Year, Mother Space! What do you carry so carefully?

Mother Space. Shall I let you see? [*Unrolls her large map*]. See, a land of rocks and rills, of woods and templed hills. Here are the broad prairies, here the great mountains full of treasure, and down here the sweet, warm southern fields.

F. T. [*Looks at the unrolled scroll*]. That seems to be a map of the United States.

M. S. Most folks call it that. I call it the Land-of-Equal-Chance.

F. T. An excellent name!

M. S. By all the fields, mountains, cities and prairies, what sort of child do you think should live here?

F. T. Leave that to me. [*Calls.*] Come, Young America. [*Calls again and again. At last Young America, dressed as a boy scout, pack on back, enters cautiously.*

F. T. Come, Young America, Mother Space gives you this chart to the Land-of-Equal-Chance. Go, the land lies beyond. It is your domain.

Y. A. [*Bewildered*]. But what shall I do there? Is it a land of sleep? Must I go alone?

F. T. No, my child, you cannot go alone. Do you see these four windows? Go, draw aside the curtains.

Y. A. [*Goes to the first window and draws aside the curtain. Above the window is plainly printed "Action"*]. Here am I, Young America. I must go on a journey. Will you go with me, Spirit of Action?

Spirit of Action [*Appears suddenly at the window*]. Go! Yes. Wait a moment. [*Bounds to the stage.*] Where are you going?

Y. A. [*Points to the curtain at rear*]. There, Spirit of Action. What will you do if you go with me?

S. of A. [*Laughs*]. I shall make your blood dance and your heart beat high. I shall fill your hands with glorious work. Your muscles shall be strong with the doing.

Y. A. O, Spirit of Action, you make me want to start at once. I could not do without you. But, wait. [*Goes to the second window, draws back the curtain to see the word "Understanding."*] Come, friend Understanding!

Spirit of Understanding. Here am I, Young America.

Y. A. I am going away, Understanding.

Sp. U. So? Why do you go?

Y. A. Action makes me want to go. I do not know exactly why.

Sp. U. [*Comes on the stage*]. Then you do need me, Young America. I will make your eye clear, and your mind aware. If I go with you, you must think. Will you?

Y. A. Thinking is hard, but I promise if you show me how. Now, for my next friend. [*Goes to the third window, draws back the curtain and sees, "Self-Control."*] Ho, Self-Control, it is I, Young America! Come, go with me!

Sp. S-C. Not so fast! Steady, Young America. Go with you?

Y. A. Yes, on a journey.

Sp. S-C. If I go with you I must have a big promise.

Y. A. What?

S-C. You must play the game of life with fair rules—the same rules for all.

Y. A. Yes.

Sp. S-C. And you must help make the rules.

Y. A. Yes.

Sp. S-C. And hardest of all, you must obey the rules yourself.

Y. A. I'll try, Self-Control.

[*Self-Control joins the others on the stage. Y. A. draws aside the curtain from the fourth window marked "Sympathy."*]

Y. A. Come, friend, Young America is going on a journey.

Spirit of Sympathy. [*Appears.*] A journey? Who goes with you?

A Thrifty Food Saver

Used by Courtesy of the Los Angeles Evening Herald

Sabina Ann Spurns the Appeal of Mr. Candy in Order to Invest in War Savings Stamps

Y. A. Self-Control, Understanding, and Action.

S. S. You need more than they can give.

Y. A. What more do I need?

S. S. Why, don't you see, you have no one to make you feel for others in the game. You can't play or work alone. You must join hands and pull together. [*Comes out from the window.*] Take my hand.

Y. A. [*Wonderingly.*] Your hand is soft and warm, Spirit of Sympathy. I should like to have you go.

S. of A. Hurry, come, we must be gone. Sit here, Young America, let me put these sandals on your feet. There.

Y. A. They fit so well, Spirit. And see, wings! Ah, sandals with wings!

Sp. U. Sometimes it will be dark. Keep this torch burning. [*She lights the torch and hands it to the boy.*]

Y. A. How bright it makes the way!

S. of S-C. There will be rugged heights to climb in that land, dark abysses into which you might fall. Take this staff. My strength is in it. If wild beasts attack you, defend yourself. Be steady, steady.

Y. A. A staff! How strong it is!

S. of S. [*A long garland of flowers trails from her hands. She winds them about Young America and the three other spirits. Then she takes Young America's hand.*] Come, we go as one to the Land-of-Equal-Chance. [*The group, bound by their flower chain, moves up the steps towards the curtain.*]

S. of A. [*Springs ahead but holds to the chain.*] Open, open! Young America is here!

All. Open, open for Young America!

[*Father Time and Mother Space, who have been standing aside, take their places at the large curtain and after a pause slowly lift it, revealing the figure of Liberty bathed in shining light. Young America starts back.*]

Liberty. Come, Young America!

Y. A. [*Aside to companions.*] Dare I go?

All the Spirits. We will go with you.

Liberty. Come, Young America!

[*Young America advances slowly towards the outstretched arms of Liberty and kneels. The Spirits follow forming a group which says onward into the Land-of-Equal-Chance. As they move onward slowly, rhythmically, the large curtain falls.*]—*A. W.*

PREPARING FOR LIBERTY SINGS

Encourage the children in their spare moments to learn stanzas of patriotic songs. Let them form little groups with a student to conduct the recitation of the verses. Each group leader may make a chart containing the names of the members of his group and the names of the songs to be memorized. In a blank opposite each pupil's name under the heading of the song, may be put the number of stanzas learned.

Following is a list of patriotic songs upon which to base memory exercises: Star Spangled Banner; America; Columbia, The Gem of the Ocean; Hail, Columbia Battle Cry of Freedom; Battle Hymn of the Republic; Flag of the Free; Tenting on the Old Camp Ground; Dixie Land; Marching Through Georgia; Maryland, My Maryland; Suwanee River; Home, Sweet Home.

Upper Grades and High School

LESSONS FROM OUR LEADERS

Teachers should use the biographies of the great leaders of the associated armies as bases on which to outline lessons on one or another of the civic virtues. Additional material may be found from time to time in newspapers and magazines.

Have the pupils study these biographies and make lists of the qualities and personal characteristics that brought Foch or Pershing into the leadership of the military forces of France and of the United States.

After all the qualities have been listed, see if we cannot select a group of qualities that are common to all or most of them. If an officer had just those qualities, would he be a great general? Each one of these men had, besides certain general qualities, other individual ones that marked him as being especially able to do certain things. One may be a great organizer, another may be a great leader on the battlefield.

A good plan, also, would be to compare the characteristics of the generals with those of other national leaders, such as Lloyd George, Premier Clemenceau, and President Wilson, as well as with such leaders as Mr. Schwab, or Mr. Davison, or Mr. Hoover.

What qualities go to make the successful general, the successful statesman, the successful business man?

Let the pupils make their own application of the lesson. In other words, most of the telling effect of the cumulation of evidence will be lost if the pupils are urged to formulate a moral.

WHY GREAT BRITAIN ENTERED THE WAR

Why Great Britain was expected to stay out of the war:

(1) Domestic troubles: militant suffragettes, "the wild women"; labor troubles, strikes; trouble with Ireland over Home Rule; unrest among the Hindus in India. (2) Unwarlike character of the English people, "a nation of shopkeepers." (3) Unpreparedness: small regular army, a "contemptible" little army.

Her relations with other nations:

(1) The work of Earl Grey to prevent war. (2) The Entente Cordiale, recall from earlier lessons; the agreement with France as to the concentration of the French fleet to police the Mediterranean and of the British fleet to police the North Sea; Great Britain's assurance that the British fleet would protect the French coast and shipping if the German fleet came into the North Sea or the Channel to attack them (August 2, 1914).

Invasion of Luxemburg and of Belgium:

(1) Neutralized states, protected by the Treaty of London (1839) from invasion by the signatory powers, of which Germany was one. (2) German assurances that the neutrality of Belgium would be respected. (3) The invasion of Luxemburg, August 2, 1914, and of Belgium, August 14, 1914.

England declares war on Germany, August 4, 1914; the "scrap of paper," referring to the statement made by Chancellor von Bethmann-Hollweg to the British Ambassador to Germany.

Contrast Great Britain's reasons for entering the war (her honor bound her to fulfill her treaty obligations), with Germany's declared policy of "necessity knows no law."

MODIFY WAR TEACHING

The armistice, shortly to be followed by the peace conference, brings a sharp change in our attitude toward the study of the war.

Now that the military efforts of the United States and the Allies have given place to peace plans, teachers should reduce the amount of time and detailed teaching given to the military campaigns from year to year. The time so saved should be given to instruction concerning the problems of peace and reconstruction.

PEACE CONFERENCE CIVICS

In carrying out the suggestion made on page 8, teachers should not overlook the opportunity afforded by the Peace Conference for clearing up some obscurities as to civics terms. Have pupils look up in unabridged dictionaries and encyclopedias the following, noting the differences in meaning: 1. Nation, country, government, state. 2. Democracy, aristocracy, autocracy, plutocracy. 3. Militarism, imperialism, commercialism, internationalism. 4. International law, diplomacy, arbitration, treaty. Free discussion should be en-

CONTINUE SAVING

It is vitally important that the Treasury should continue in a most energetic way the sale of War Savings Stamps and Certificates. Among the valuable and much needed lessons we have partly learned from the war is that of thrift and intelligent expenditure. Thrift helped to win the war and will help us to take full advantage of a victorious peace. It is therefore imperative that we do not relax into old habits of wasteful expenditure and imperative that the habit of reasonable living (on the part of those of both large and small means) so easily acquired during the war period be continued.—*Carter Glass, Secretary of the Treasury.*

couraged as a means of promoting critical thought and discriminating expression on the questions of the day. The list of such topics, of course, can be indefinitely extended.

SECURE PEACE BOOKS

Teachers will be interested in a pamphlet prepared by the National Board for Historical Service and published for free distribution by the World Peace Foundation of Boston, containing a short list of books and other materials relating to the peace. From a large number of titles the most valuable references have been selected for an understanding, not merely of the views of all parties and countries in the negotiations now taking place, but also of the historical background supplied by the war itself. Several of the publications listed have been prepared by representatives of the new European states, at the suggestion of the National Board for Historical Service, with a view to informing the American public concerning the history of their states and their views with reference to the peace.

"THE EYES OF TEXAS ARE UPON YOU"

No state has a stronger state pride than Texas, as is shown by the college song of its state university which has for its refrain the words, "The eyes of Texas are upon you." The popularity of this song has spread beyond the limits of the university campus, and it has been heard even on the battlefields of France. According to stories of returning soldiers, in one of the last struggles in the Argonne Forest, just before the armistice was signed, some hundreds of young Texans went "over the top" singing it, and many of them fell with the words of the refrain upon their lips. The consciousness that the eyes of their state—and of the nation—were upon them was an incentive to great deeds, and a consolation where needed in the hour of death.

THE PRAYER

You say there's only evil in this war—
That bullets drive out Christ? If you had been
In Furnes with me that night—what would you say,
I wonder?
It was ruin past all words,
Horrors where joyous comfort used to be,
And not clean quiet death, for all day long
The great shells tore the little that remained,
Like vultures on a body that still breathes.
They stopped as it grew dark. I looked about
The ghastly wilderness that once had been
The village street, and saw no other life
Except a Belgian soldier, shadowy
Among the shadows, and a little group
Of children creeping from a cellar school
And hurrying home. One older than the rest—
So little older!—mothered them along
Till all at once a stray belated shell
Whined suddenly out of the gloom, and burst
Near by. The babies wailed and clung together,
Helpless with fear. In vain the little mother
Encouraged them—"But no! You mustn't cry,
That isn't brave, that isn't French!" At last
She led her frightened brood across the way
To where there stood a roadside Calvary
Bearing its sad, indomitable Christ—
Strange how the shells will spare just that! I saw
So many. . . . There they knelt, poor innocents,
Hands folded and eyes closed. I stole across
And stood behind them. "We must say our prayer—
Our Father which art in heaven," she began,
And all the little sobbing voices piped,
"Hallowed be Thy Name." From down the road
The Belgian soldier had come near. I felt
Him standing there beside me in the dusk.
"Thy kingdom come—"
"Thy will be done on earth
As it is in heaven." The irony of it
Cut me like steel. I barely kept an oath
Behind my teeth. If one could name this earth
In the same breath with heaven—what is hell?
Only a little child could pray like this.
"Give us this day our daily bread—" A pause.
There was no answer. She repeated it
Urgently. Still the hush. She opened wide
Reproachful eyes at them. Their eyes were open
Also, and staring at the shadowy shapes
Of ruin all around them. Now that prayer
Had grown too hard even for little children.
"I know—I know—but we *must* say the prayer,"
She faltered. "Give us this day our daily bread,
And—and forgive—" she stopped.
"Our trespasses
As we forgive them who have trespassed against us."
The children turned amazed, to see who spoke
The words they could not. I too turned to him,
The soldier there beside me—and I looked
Into King Albert's face . . . I have no words
To tell you what I saw . . . only I thought
That while a man's breast holds a heart like that,
Christ was not—even here—so far away.

—*Amelia Josephine Burr.*

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THE PRAYER

Have at hand the Fourth Liberty Loan Posters, "Remember Belgium," "Hun or Home"; and the picture of King Albert of Belgium.

Have the new words in "The Prayer" looked up the day before the recitation; such as ghastly, vulture, indomitable, trespasses, hallowed. Matthew VI: 9-13 may be read previously, also. The teacher should give a talk on Belgium. (a) Using the map, recall the location of Belgium. (b) Condition of Belgium before the war—peaceful, happy people, carrying on business; fine farms, buildings, and museums. (c) Present condition due to German invasion—towns devastated, children separated from their parents, other atrocities.

The poem may then be read by the teacher while the pupils study their copies.

In the study of the poem, it is well to emphasize: (a) Description of the village, Furnes, a little village near the border between France and Belgium. Contrast the ruin of the present with the comfort of the past. The trespassers, the Germans, had gone through and destroyed the town; even now the shells were bursting over it. (b) The appearance of the children. Notice the cellar as a queer place for a school. "Creeping"—not the usual way pupils go home. The courage of the little mother, holding before her charges the ideal of French bravery. (c) The prayer. (1) Its beginning. Picture the babies praying, their attitude, the little mother saying one line while the children say the next. (2) The hesitation. Even the little children unable to say "Forgive us as we forgive others," because they were thinking of the Germans. (3) Completion of the prayer. A strange voice finishes the prayer; startled and amazed they turn and see King Albert.

In conclusion, call the attention of the children to the character of the Belgians as displayed by the little mother, their courage and steadfastness. Notice how King Albert's attitude and sacrifices are here idealized.

AMERICAN FOOD PLEDGE

We pledge to our country our best effort to prevent waste and the selfish use of our food reserves. We pledge our loyal co-operation in carrying out the conservation measures suggested by the Government.

And if economy sometimes grows irksome or if this service works unwelcome change in our manner of living, we will think of those who have given their lives for their country and of those whose homes have been devastated. We will be glad to hear that we, too, can serve in satisfying their hunger, in renewing their courage, and in re-establishing their homes.—*United States Food Administration.*

PUBLICATIONS OF COMMITTEE ON PUBLIC INFORMATION

With the practical discontinuance of the domestic activities of the Committee on Public Information, the remaining stock of their publications was turned over to the Committee on Education and Special Training of the War Department. These publications will be distributed to colleges for the Committee by the World Peace Foundation, 40 Mt. Vernon Street, Boston, Mass., and may be obtained, while they last, with no charge except for carriage.

THE GREAT WAR

QUESTIONS AND ANSWERS

Readers seeking information on the war are requested to make their questions definite and concise. Naturally questions of general interest will receive first consideration.

Question.—Was not the *Lusitania* armed when she was sunk? Was she not carrying ammunition to the Allies? If so, was not Germany justified in sinking her?

These are questions which have very frequently been asked, honestly by those who have not known the facts, and dishonestly by others who have wished to justify Germany's acts. The best answer is to be found in the decision of the United States District Court of New York, in a case decided August 24, 1918: "The proof is absolute that the *Lusitania* was not and never had been armed, nor did she carry any explosives."

Question.—What is meant by a "barrage?"

Barrage (bär-âzh') is a new word in the military vocabulary, derived from the French. It means specifically the act of barring the advance of troops by a curtain of artillery fire. By exact calculations a line of guns is brought to bear upon a certain portion of the field, their fire creating a complete screen of projectiles. By moving the barrage line forward at a designated time ("creeping barrage") a detachment can advance with a minimum of casualties. The barrage is controlled by observers at the front who find ranges and then direct the artillery fire by means of telephones or wireless telegraphy. It is this lavish use of artillery, amounting to 20,000,000 shells in the battle of the Somme in 1916, which in part made necessary the great industrial mobilization in all the warring countries during the war.

Question.—What nations in Europe have changed rulers since the war began? Who are the new rulers, and who were the old ones?

Austria-Hungary: Emperor Francis Joseph was succeeded at his death, on November 22, 1916, by Emperor Charles I; the latter abdicated November 11, 1918.

Bulgaria: Czar Ferdinand abdicated in favor of his son Boris on October 3, 1918; the latter in turn abdicated on November 2, when a republic was set up.

Germany: William II abdicated the throne of the German Empire and of Prussia on November 28, 1918. Most of the rulers of the separate German states, Saxony, Bavaria, Würtemburg, Baden, Mecklenburg, etc., have abdicated during the preceding month.

Greece: King Constantine I was forced to abdicate June 12, 1917, because of his unconstitutional and pro-German policy. He was succeeded by his second son Alexander.

Montenegro: King Nicholas I was deposed by the National Assembly on November 29, 1918, as a step to the union of Montenegro with the other Jugo-Slav peoples under the crown of Serbia.

Roumania: King Charles I died in October, 1914, and was succeeded by his nephew, King Ferdinand I.

Russia: Czar Nicholas II was forced to abdicate on March 15, 1917; he was slain some time in July, 1918, under circumstances which are still obscure.

Turkey: Sultan Mohammed V died July 3, 1918, and was succeeded by his brother, Mohammed VI.

COLLEGES REORGANIZE RESERVE OFFICERS TRAINING CORPS

With the demobilization of the Students' Army Training Corps, the colleges of the United States will not give up their connection with military training, but instead will turn their attention to the Reserve Officers' Training Corps. Before the war, there were about one hundred fifteen units of the Reserve Officers' Training Corps in the various colleges. About one hundred of these are now being reëstablished and applications have been received for abou two hundred new units. Hence something like three fifths of the five hundred institutions in the Students' Army Training Corps will start at once with units of the Reserve Officers' Training Corps.

One important change in the organization of the Reserve Officers' Training Corps is being worked out. This change in regulations will allow the units to specialize in training officer material for the various corps of the Army such as the field artillery, engineering corps, signal corps, coast artillery, ordnance, medical corps, and military aeronautics, instead of the uniform training for infantry which was the rule before the war.

In addition to the collegiate units, plans are now under way to establish junior units in secondary schools. City high school corps are already established in Boston, Chicago, Denver, and a large number of other cities.

The change from the Students' Army Training Corps to the Reserve Officers' Training Corps is being made so rapidly that a large part of the equipment used in the various institutions for the Students' Army Training Corps will be kept on hand to be used for the Reserve Officers' Training Corps. The administration of the Reserve Officers' Training Corps has been placed in the hands of the Committee on Education and Special Training, which operates under the training and instruction branch of the war plans division of the General Staff. The Committee will attempt to make available a large amount of scientific and technical material which has been developed by the experience of the war, and in all units of the Reserve Officers' Training Corps special emphasis will be placed on physical training and mass athletics.

THRIFT AND WAR SAVINGS FOR 1919

The signing of the armistice, on November 11, necessitated a reorganization of the National War Savings Committee, and, consequently, a revision of the plan for its work in the schools. The work was formerly in charge of the Division of the War Savings Committee, the name of which has recently been changed to the Section on Educational Institutions, Savings Division, War Loan Organization, with headquarters in the United States Treasury, Washington.

The activities of the new Section on Educational Institutions will be broadened so that the teachers of America may keep themselves and their pupils fully informed concerning the progress of the 1919 campaign for the sale of Government Savings Stamps. This information will be distributed through the following channels:

Extension divisions of universities, colleges, and normal schools; State Departments of Education, which will coöperate more closely with county and city superintendents and the teaching staff generally; regular announcements in NATIONAL SCHOOL SERVICE; articles in the educational press; material to supplement the regular curriculum.

The original plan outlined in the NATIONAL SCHOOL SERVICE for September has been followed up to the present.

The Thrift Program

The thrift program for the remainder of the school year as originally announced subject to change is as follows:

January.—The distribution of a clearing house bulletin showing successful methods and devices used in the sale of stamps, and of "Written English," containing a list of subjects on thrift with unique methods of interesting children.

February.—Use of the "Thrift Reader" to be sent free to all schools.

March.—A campaign to teach children, by the aid of the Thrift stamps and War Savings stamps, the simple facts and principles related to labor and capital.

April.—The emphasis of thrift in relation to democracy.

May.—Plans for carrying on the summer activities in thrift and savings.

LIBRARY WAR SERVICE

46 library buildings in operation.

48 large camp libraries established.

176 hospitals and Red Cross houses supplied with books.

299 librarians in the service.

373 military camps and posts and 54 aviation fields, including schools and repair depots, equipped with book collections.

166 naval stations, 43 marine stations, and 363 vessels supplied with libraries.

1,656 branches and stations placed in Y. M. C. A. and K. of C. huts, barracks and mess halls.

42,550 magazines shipped overseas, now occupying one-fifth of the tonnage space.

902,685 books purchased, largely technical, of which 433,550 were sent overseas.

1,521,639 books shipped overseas.

3,655,110 gift books in service.

NATIONAL

School Service

DIVISION OF EDUCATIONAL EXTENSION, DEPARTMENT OF THE INTERIOR

VOLUME I | WASHINGTON, D.C., JANUARY 15, 1919 | NUMBER 10

COMMANDERS OF ALLIED FLEETS

Work of Admirals Jellicoe, Beatty, Sims, and Rodman—Surrender of the German Fleet

Though less known to the public, the part of the Allied navies in the war is no less notable than that of the armies, and, if anything, it is even more fascinating in interest.

Work of the British Navy

By a fortunate stroke, the British fleet was assembled for grand maneuvers in the English Channel in July, 1914. Because of the storm clouds of war which hung black on the European horizon, the fleet was not dispersed when the maneuvers were ended. When the storm broke, the British fleet was already stripped for war. Almost from the start it held the German fleet close in harbor; swept German commerce from the seas; maintained an increasingly rigid blockade; convoyed ships containing food, munitions, and several millions of men across the Channel, and transported other millions from her outlying colonies and later from the United States.

The Battleship New York, the Flagship of Rear Admiral Hugh Rodman, who Commanded the American Battleships which Served with the British Grand Fleet in the North Sea During the Last Year of the War

Battle of Jutland

At the beginning of the war, Admiral Sir John R. Jellicoe was commander of the British grand fleet, and it was he who carried out the arrangements which effectually bottled up the German navy and rendered it almost powerless for offensive action. The battle of Jutland, fought in the North Sea, about 50 miles west of the peninsula of Jutland (Denmark) on May 31, 1916, was the occasion of his retirement. This was the only battle in which the British and the German battle fleets joined in combat. The British failed to win a decisive victory, in part because of Admiral Jellicoe's caution in stopping the pursuit of the fleeing German ships, because of "the threat of torpedo boat destroyer attacks during the rapidly approaching darkness." As a result of criticisms which followed, Admiral Jellicoe was transferred to shore duty in November, 1916.

Admiral Sir David Beatty

Admiral Sir David Beatty (pronounced *bā'-ti*) succeeded Admiral Jellicoe as commander of the British grand fleet. He was born in 1871, of a good family in the southeast of Ireland, and entered the British navy in 1884. He served in the Soudan in 1896-7, winning the distinguished service medal, and was promoted to be commander in 1898. He saw service again in China in 1900, and was promoted to be captain. In the present war he served with distinction from the beginning. He was in command of the British battle-cruiser fleet which met the numerically superior German fleet in the Jutland battle, and doggedly held them in combat in spite of heavy punishment, until Jellicoe's oncoming dreadnaught fleet could arrive.

Following Admiral Jellicoe's recall, Beatty was made commander of the British grand fleet as acting admiral. Although no second opportunity offered for battle with the German high seas fleet, Admiral Beatty performed with skill, courage, and ceaseless vigilance the hard task of keeping watch, through summer and winter, over the stormy northern seas. The success with which he performed this unseen task was not the least of the factors in the German collapse. An American officer who served with Admiral Beatty says that the British grand fleet was "the very backbone of the structure which has made a victorious peace a certainty." On November 21, Admiral Beatty had his reward when, standing on the bridge of his flagship, the *Queen Elizabeth*, he watched the surrendered German battle fleet steam slowly between the double

(Continued on page 2)

TRADE BLOCKADE HELPS WIN THE WAR

War Trade Board Created by President to Control Exports and Imports During War

A war trade blockade, second only in significance to the sea blockade against Germany by the Allied fleets, was effectively maintained by the United States, according to reports of the work of the War Trade Board, created by special order of President Wilson.

Controlled Foreign Trade

The War Trade Board has had a most significant part in the winning of the war, and a part about which, big as it was, little is known. The board is not, as some believe, a part of the War Department. It is entirely separate, yet, as General Pershing has recently testified, it has been a great aid to the army work. Its chief function has been to control the flow of exports and imports as related to foreign trade.

In this way it has helped to win the war.

Stop to answer these questions: Would there be a Peace Conference in Paris now if the Central Powers had not been in the broad sense starved? Would the Germans have been stopped at Château Thierry if the American Army had not been on the line to help stop them?

Helped Starve Germany

The War Trade Board helped to starve Germany by shutting off the supplies of food, raw material, and other things that she had to have in order to carry on the war. And the War Trade Board helped, through its conservation of tonnage, to provide the shipping space necessary to carry over our soldiers and take all the needed supplies to them and the Allies fighting in the cause of world freedom.

The way it did this was to control exports at the source—to prevent all exports from leaving the United States that might possibly directly or eventually result in benefit to the Central Powers. The Board also

(Continued on page 3)

COMMANDERS OF ALLIED FLEETS

(Continued from page 1)

files of his own vessels into the Firth of Forth, in accordance with the armistice terms imposed by the Allies.

Coöperation of American Navy

But just as Foch's magnificent work on land would have been impossible without Pershing and the Americans, so Admiral Beatty's task could not have been performed so successfully without the aid of the American fleets under command of Admiral W. S. Sims, commander of the European forces of the American navy.

Admiral W. S. Sims

Admiral Sims was by birth a farmer's son, born at Fort Hope, Ontario, on October 15, 1858. Later the family removed to Pennsylvania and the son entered the Naval Academy at Annapolis, from which he was graduated in 1880. Some time after graduating he spent a year in Paris to perfect his knowledge of French, and was for a time naval attaché at Paris and at St. Petersburg. He served through the various grades of the navy, attaining the rank of commander in 1907, and captain in 1911. For seven years, 1902-09, he was inspector of target practice, and did much to raise the marksmanship of the American navy to the high level which it holds today. At the beginning of the European war, he commanded the Atlantic torpedo flotilla, and in 1915 was made captain of the battleship *Nevada*. When we entered the war, in 1917, he was a rear admiral, was president of the Naval War College, and, in the language of Secretary Daniels, was "easily one of the most intellectual, gifted, and distinguished officers of the navy. His knowledge of gunnery and seamanship was equalled only by his proficiency in diplomacy, strategy, and tactics." As chief commander of the American naval forces abroad, Admiral Sims has abundantly justified this praise.

Many able officers of our navy have worked with him, among whom have been the following: Vice-Admiral Wilson, cooperating with the French, with his base station at Brest; Rear-Admiral Niblack, with his base at Gibraltar; Rear-Admiral Dunn, at the American naval base in the Azores; Rear-Admiral Strauss, in charge of the great mine barrage, 250 miles long, of over 50,000 anchored mines, which barred the North Sea from Scotland to Norway against German submarines; Captain Pringle, in charge of the torpedo boat destroyers with base at Queenstown, Ireland; Rear-Admiral Rodman, in command of the American battle squadron with the British grand fleet.

The Pennsylvania, Flagship of Admiral Mayo, Commander-in-Chief U. S. Atlantic Fleet

Battle Squadron Under Rodman

Rear-Admiral Rodman's squadron consisted of the United States battleships New York, Texas, Nevada, Wyoming, Arkansas, and Florida. For a whole year it bore its part in the active service of the North Sea. Its commander reports that there was "never the slightest friction, misunderstanding, or petty jealousies" between the British and American forces.

Rear-Admiral Rodman gives the following description of the work of the combined grand fleet: "It was our policy to go after the enemy every time he showed his nose outside of his ports; no matter when or where, whether in single ships, by divisions, or his whole fleet, out we went, day or night, rain or shine (and there was mighty little daylight and much less shine in the winter months), blow high or blow low, and chase him back in his hole. So persistent was this performance on our part, so sure were we to get after him, that, toward the end, he rarely ventured more than a few miles from his base; and immediately we would start after him back he would go into his hole, and haul his hole in after him.

"Every inducement was offered him to come out. Inferior forces were sent down into the Heligoland Bight to induce him to attack; valuable convoys were dispatched apparently without protection, and other devices to tempt him out; but he would not come. It is needless to add that such expeditions, on every occasion, were well guarded, and we were ready to pounce on him with unseen forces had he attempted to take advantage of the seeming small force of unprotected vessels."

Surrender of the German Fleet

The surrender of the German battle fleet is thus briefly but vividly described:

"The commander-in-chief of the grand fleet demanded and received what actually amounted to an unconditional surrender of the whole German navy. Under his orders the enemy's ships were disarmed, ammunition landed, torpedo warheads sent ashore, breechlocks and fire-control instruments removed, and every offensive utility rendered innocuous. Then, with reduced crews, under the command of a German admiral, in one long column, the heavy battleships leading, the Hun fleet sailed for a designated rendezvous, to arrive at a specified time, just outside of the Firth of Forth in Scotland, where the grand fleet lay at anchor. A light British cruiser was directed to meet the Germans, who were heading west, and conduct them in between our two columns.

"At a prearranged signal our forces swung symmetrically through 180 degrees, and still paralleling the enveloped Germans, conducted them into a designated anchorage in the entrance of the Firth of Forth. Then came a signal from the commander in chief to the surrendered fleet: 'At sundown lower your colors and do not hoist them again without permission.' Surely no greater

Admiral Beatty

Admiral Sims

humiliation could have befallen them after their frequent and taunting boasts and threats.

"Helpless, Innocuous, Harmless"

"There is little else to be told. After an inspection by British and American officers to gain assurance that the ships were disarmed, they were sent in groups, under guard, to Scapa Flow, in the cold, dreary, bleak, God-forsaken harbor in the Orkneys, where the Grand Fleet had spent many a dreary month and year waiting like ferocious dogs in leash, watching and waiting to pounce on the German fleet should the opportunity ever occur. Here the Germans now lie at anchor in long symmetrical lines, helpless, innocuous, harmless, their sting and bite removed, their national colors lowered for good and all as a token of submission to their masters. They are corraled like wild and cruel beasts that have been hobbled. They are guarded by a single division of battleships.

"Our mission has been successfully accomplished; the German fleet is a thing of the past; the seas are safe and free to our own and our Allies' ships. The value of sea power could have no better demonstration."

OUR FLAG NEAR THEIR HEARTS

A very touching incident illustrates the patriotism of those Americans who had joined the French Foreign Legion before the United States entered the war. Not being able to fight openly under the Star Spangled Banner they procured an American flag and decided that each of them, in turn, should carry it wrapped around his breast. In this way our flag was present in all those numerous combats in which the colors of the Foreign Legion participated. Twice it was pierced by bullets and stained with the blood of wounds. Once he who carried it fell. The American volunteers searched the field and found their dead comrade, took from his body the well-beloved colors, and, armed with this emblem, they went forward to new exploits. When the United States took up the insulting defiance of Germany these American volunteers, already veterans, took their places in their national army and presented to France this flag which so proudly they had borne through numerous battles.

"NOT FIGHTING SCHOOLBOYS"

German officers frequently tried to keep up the fighting spirit of their soldiers by telling them of the dreadful things which they said would happen to them in case they fell into the hands of the Allies. Their soldiers were the more ready to believe these accounts because of the treatment they saw given by German authorities to prisoners taken from the Allies.

But one day three young German soldiers who had been taken prisoners by the British came back to their own lines, each with a loaf of fine white bread under his arm.

"We are fighting *men*, not schoolboys," was the message given them as they were dismissed by their British captors.

That incident made a great impression in the German armies. It helped to overcome their fear to surrender, for it showed them that they might expect humane treatment at the hands of their enemies.

TRADE BLOCKADE HELPS WIN THE WAR

(Continued from page 1)

excluded from the United States anything —unless we needed it badly enough—that would bring credit or money to Germany, and encouraged the importation of those things which we did need and which were necessary to protect the balance of trade with Neutrals.

Alien Enemy Acts

When the United States entered the war, there were many alien enemies within her borders and in every country of the world. So Congress passed two laws that had particular effect on this situation—the Espionage Act and the Trading with the Enemy Act. The first was approved June 15, 1917, the last October 6, 1917.

Under Title VII of the Espionage Act, it was provided that, upon the issuance of a proclamation by the President, "It shall be unlawful to export from or ship from or take out of the United States to any country named in such proclamation any article or articles named in such proclamation, except at such time or times, and under such regulations and orders, and subject to such limitations or exceptions as the President shall prescribe."

Exports Administrative Board

By an Executive Order of August 21, 1917, the President established the Exports Administrative Board.

But the war was a bigger thing than some people imagined. The passing of the Trading with the Enemy Act tightened the strings around the Enemy. Section 11 of this act added to the President's power the control of imports, providing that "whenever during the present war the President shall find that the public safety so requires, and shall make proclamation thereof, it shall be unlawful to import into the United States from any country named in such proclamation any article or articles mentioned in such proclamation except at such a time or times, and under such regulations and orders, and subject to such limitations or exceptions as the President shall prescribe."

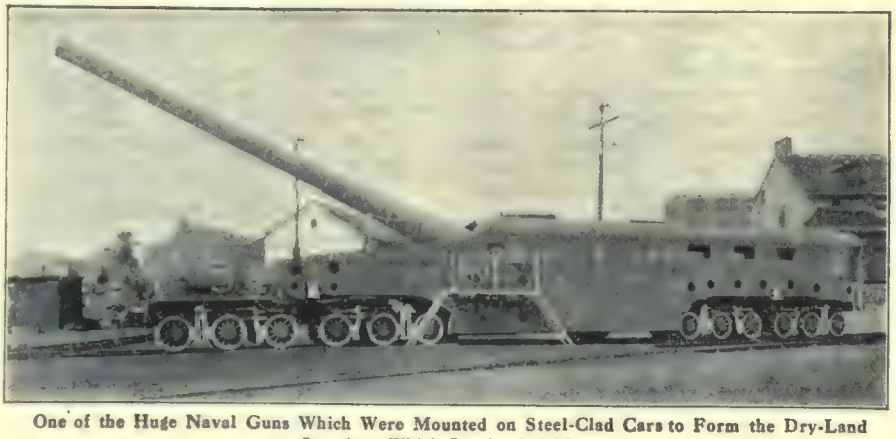
The War Trade Board Constituted

To the War Trade Board, which was constituted by Executive Order on October 12, 1917, and which succeeded to all the functions of the Exports Administrative Board, was confided the executive administration of these statutory provisions. The board was given full power and authority to issue or withhold or refuse licenses for the importation of all articles whose importation may be controlled by any proclamation issued under the Trading with the Enemy Act.

Licensing Exports and Imports

The Board issues rulings or regulations, upon the passing of which the granting of licenses to export or import may be considered. The granting or the withholding of a license has depended upon whether the commodity was or was not needed by the United States and its associates for winning the war. An equally important consideration has been the stifling of enemy trade.

This is but a brief statement of the work of the War Trade Board, but the ramifications of that work have been vast. You may understand it better by one suggestion. It was a simple matter to say to exporters, you can't export anything to Germany. But Germany was trading with Switzerland and Greece, Spain and Holland, Denmark, Sweden and Norway, and some Latin-American countries. So we had to see that Germany could not get coffee, or cotton, or thread, and a thousand and one things she wanted indirectly from us through those countries. This was the business of the War Trade Board.



One of the Huge Naval Guns Which Were Mounted on Steel-Clad Cars to Form the Dry-Land Squadron Which Bombarded Metz

GENERAL HAIG'S FAMOUS ORDER

The following order was issued by General Haig, commander in chief of the British armies in France, at the height of the German drive in 1918. It shows the spirit which, coöperating with General Foch's strategy and the newly arriving American troops, turned desperate defeat into victory.

"Every position must be held to the last man. There must be no retirement. With our backs to the wall, and believing in the justice of our cause, each one of us must fight to the end. The safety of our homes and the freedom of mankind depend alike upon the conduct of each one of us at this critical moment."

AT THE ALTAR OF FREEDOM

A Patriotic Pageant Interpreting the Spirit and Ideals of America and Symbolizing the Dedication of Youth to Community Service for the Country.

This pageant is arranged for a simple production, requiring no complicated stage setting and no elaborate costumes. The harmony of the pageant suggests that the girls be dressed in some white material in simple Greek lines, the boys in white duck suits. The flags, banners, and colored scarfs will enhance the effect by introducing the beauty of color. If preferred, a more elaborate stage setting with special costuming, such as national or peasant costumes, may be used.

Nearly all the parts to be learned are taken from literary and historic sources, thus securing for the children associations of permanent value and significance. This pageant is especially fitted for use in patriotic programs or in graduating exercises where it is desirable that every member of the class take an active part.

Persons Appearing

Leading characters: Goddess of Liberty; Spirit of America; State Builders: Statesman; Home-maker.

Groups of workers and singers of America: (Each group comprises as many children as it is desired shall take part.) Group 1, Agriculture; Group 2, Industry; Group 3, Arts and Sciences; Group 4, National Defense.

Groups of nations: (Each group comprises as many children as it is desired shall take part.) Group 1, Band of Early Explorers—Leader, Columbus; Group 2, Scandinavia; Group 3, Great Britain; Group 4, Europe; Group 5, The Orient.

Ushers, the number to be determined by the number of children desired.

Two Trumpeters.

The Setting

In the center of stage an altar simple in outline and gray in color, on the altar a lamp of knowledge with enlarged bowl. In the lamp an electric light so arranged as to throw a strong white light on the figure of the Goddess of Liberty at the end of pageant. At the back of the altar, curtains of some soft, heavy material in rich blue tone.

Enter first the ushers and trumpeters while the children in the audience and groups behind the scenes sing "America." The ushers and trumpeters take their places in front of the entrance to the stage, the two trumpeters in center. As the hymn to America is finished the trumpeters blow a clear note on their trumpets, then the ushers say:

"Hail Spirit of America!"

The ushers then separate and the two trumpeters hold up their trumpets like an arch under which Spirit of America enters. Spirit of America carries a banner embroidered with "In God We Trust," and wears a star in her hair.

Spirit of America

Coming to the front of the stage, Spirit of America addresses the audience in the following words from Lincoln's Gettysburg Speech:

Fellow Citizens: Fourscore and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. . . . It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation under God, shall have a new birth of freedom, and that government of the people, by the people, and for the people shall not perish from the earth.

At the close of the speech, Spirit of America approaches the altar and taking her place at one side of the altar says:

"I call the State builders to their dedication to the service of Liberty."

Statesman and Home-maker

The trumpeters sound their call to the State builders, and forming an arch, a boy and girl enter, carrying a furled American flag. Across the boy's coat is a band with "Statesman" on it, across the girl's dress a band with "Home-maker." They approach the altar, unfurl the flag, arranging it so that it hangs above the altar, then say together the following words from Sidney Lanier's "Centennial Cantata":

Long as thine arts shall love true love,
Long as thy science truth shall know,
Long as thine eagle harms no dove,
Long as thy law by law shall grow,
Long as thy God is God above,
Thy brother every man below,
So long dear land of all our love
Thy name shall shine, thy fame shall grow.

The Statesman then takes his place at one side of the altar, the Home-maker on the other. Separately they say the following lines of Walt Whitman, while looking off as in a vision across the audience:

Statesman

I hear America singing, the varied Carols I hear,
Those of the mechanics each one singing his as it should be blithe and strong,
The carpenter singing his as he measures his plank or beam,
The mason singing his as he makes ready for work or leaves off work,
The boatman singing what belongs to him in his boat, the deckhand singing on the steamboat deck,
The shoemaker singing as he sits on his bench, the hatter singing as he stands,
The wood cutter's song, the plough boy's on his way in the morning, or at noon intermission, or at sundown.

Home-maker

I hear America singing, the varied carols I hear,
The delicious singing of the mother or of the young wife at work, or of the girl sewing or washing,
Each singing what belongs to him or to her and to none else,
Singing with open mouths their strong melodious songs.

At close of verses "Spirit of America" says:

"I call you workers and singers of America to bring your offerings to this altar dedicated to Liberty."

Groups of Workers

The trumpets sound. The ushers separate and groups of workers enter, beneath the arch formed by the trumpets. Those in each group are bound together by bands, with the name of the group. Agriculture, Industry, Arts and Sciences, National Defense in turn approach the altar and a child in each group lays on the altar some product from the school garden. The leader of Agriculture speaks in the following words from Longfellow's "Hiawatha":

All around the happy village
Stood the maize fields green and shining,
Waved the green plumes of Mendomin,
Waved his soft and sunny tresses,
Filling all the land with plenty.
And they called the women round them,
Called the young men and the maidens
To the harvest of the corn fields,
To the husking of the maize ear.

Agriculture then takes its place on one side of altar and Industry approaches, and lays on the altar some product of the school carpentry class.

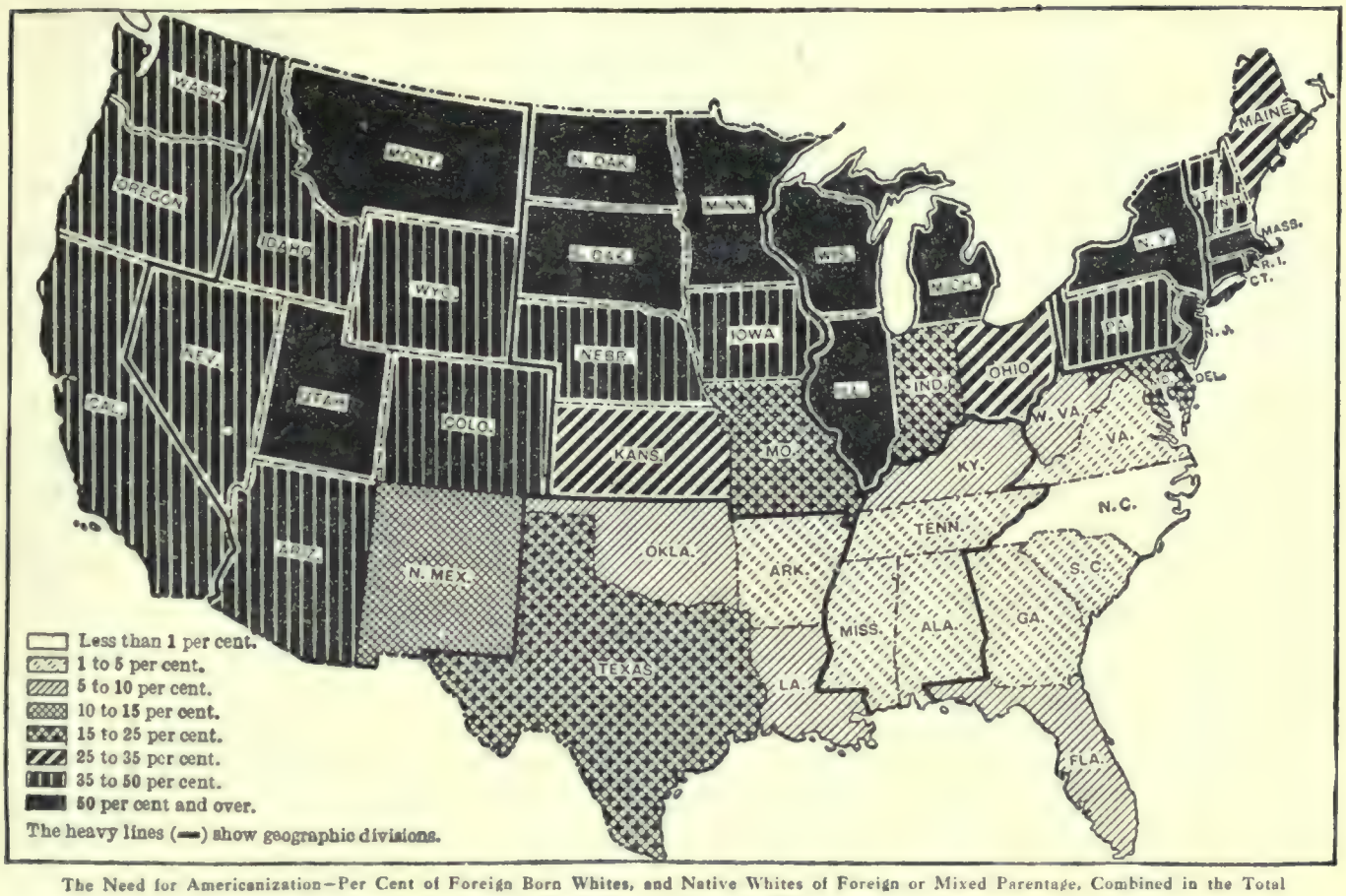
Industry's Message

Industry's leader speaks these lines from Van Dyke's "Toiling of Felix":

There the workman saw his labour taking form and bearing fruit,
Like a tree with splendid branches rising from a humble root,
Looking at the distant city, temples, houses, domes and towers,
The workman cried in exultation "All the mighty work is ours—
Every mason in the quarry, every builder on the shore,
Every chopper in the palm grove, every raftsman at the oar—

SACRED MYSTERY OF DEMOCRACY

Whatever the vigor and vitality of the stock from which he sprang, its mere vigor and soundness do not explain where this man got his great heart that seemed to comprehend all mankind in its catholic and benignant sympathy, the mind that sat enthroned behind those brooding, melancholy eyes, whose vision swept many an horizon which those about him dreamed not of,—that mind that comprehended what it had never seen, and understood the language of affairs with the ready ease of one to the manner born,—or that nature which seemed in its varied richness to be the familiar of men of every way of life. This is the sacred mystery of democracy; that its richest fruits spring up out of soils which no man has prepared and in circumstances amidst which they are the least expected.—*Woodrow Wilson, in an Address at Lincoln's Birthplace.*



The Need for Americanization—Per Cent of Foreign Born Whites, and Native Whites of Foreign or Mixed Parentage, Combined in the Total Population, by States, in 1910

Hewing wood and drawing water, splitting stones and cleaving sod—
All the dusty ranks of labor, in the regiment of God,
March together toward his triumph, do the task his hands prepare,
Honest toil is holy service; faithful work is praise and prayer."

Group of Industry then takes its place on one side of the altar and Arts and Sciences come forward, one child in group carrying a violin, or some other musical instrument, plays a short melody and places a musical instrument on the altar; another child places on the altar a loaf of bread from the class in cooking.

Arts and Sciences

Leader of Arts and Sciences speaks, from the words of John G. Whittier:

Oh Freedom! If to me belong
Nor Mighty Milton's gift divine,
Nor Marvell's wit and graceful song,
Still with a love as deep and strong,
As theirs, I lay like them my best gifts on thy shrine.

Group of Arts and Sciences then takes its place at the side of the altar and the National Defense group comes forward, laying a sword on the altar.

The leader speaks the lines from Lowell's "Commemoration Ode":

Oh Beautiful! My Country! Ours once more!
What words divine of lover or of poet,
Could tell our love and make thee know it,
Among the nations bright beyond compare?
What were our lives without thee?
What all our lives to save thee?
We seek now what we gave thee,
We will not dare to doubt thee,
But ask whatever else and we will dare!

All the groups thus far gathered and the children in the audience sing the first verse of "Star Spangled Banner." Spirit of America then addresses the State Builders and Groups about the altar:

"Statesmen, Homemaker, workers and singers of America, in this dedication of ourselves to the service of Liberty, in the continuous renewal of our gifts upon her altar, we must call upon all the nations of the world to be our task-mates."

Then looking off as into the distance continues, in the words of Longfellow's "Hiawatha":

I beheld, too, in that vision
All the secrets of the future,
Of the distant days that shall be.
I beheld the westward marches
Of the unknown crowded nations.
All the land was full of people,
Restless, struggling, toiling, striving,
Speaking many tongues yet feeling
But one heart beat in their bosoms.

The New Citizenship

The trumpeters give their call and the Group of Nations, led by the Group of Explorers, enter under the arch formed by the trumpeters. As they enter, they sing the following words from Percy MacKaye's Pageant "The New Citizenship":

A star—a star in the west!
Out of the wave it rose,
And it led us forth on a world far quest
Where the Mesas scorched and the Moorlands froze,
It lured us without rest—
With yearning—yearning—oh!
It sang (as it beckoned us)
A music vast, adventurous
America!
A star—a star in the dawn!
Bright from God's blow it gleams
With hallowed song its holy beams
Urge us forever on
Chanting—chanting—oh!
It builds (as it blesses us)
A Union strong, harmonious,
America!

As the song ends, the Band of Explorers gathers in front of the altar. The Groups of Nations remain at some distance from altar. The leader of Explorers, representing Columbus, speaks, from Walt Whitman's "Columbus":

I cannot rest, oh God,
Till I put forth myself, my prayer, once more to thee!
Oh I am sure they really came from thee,
The urge, the ardor, the unconquerable will.
The potent, felt, interior command, stronger than words,
A message from the heavens whispering to me even in sleep,
These sped me on.
By me and these the work so far accomplished,
By me earth's elder cloy'd and stifled lands, uncloy'd, unloos'd,
By me the hemispheres rounded and tied, the unknown to the known.

[Pauses a moment, looks intently at the Groups of Nations as if in the distance, then continues]

And these things I see suddenly what mean they?
As of some miracle, some hand divine unseal'd my eyes,
Shadowy vast shapes smile through the air and sky,
And on the distant waves sail countless ships
And anthems in new tongues I hear saluting me.

The Band of Explorers

The Band of Explorers takes its place at the side of the altar and the Nations approach the altar led by Scandinavia as the first in the time of the Vikings, to make a settlement, on North American shores. This group carries a banner on which is written "Scandinavia" and "Lief Ericsson Found Vineland The Good," and from the staff float scarfs in colors of Denmark, Sweden, Norway. The end of each scarf is held by a child in the group.

Next comes Great Britain as the second nation to settle in America. This group carries a banner embroidered with "Great Britain" and from the staff float scarfs in colors of England, Wales, Scotland, and Ireland.

Europe, as the next great group to settle in America, carries her banner, "Europe," and from the staff float scarfs from France, Belgium, Germany, Russia, Italy, Greece, Switzerland.

The final group, last in its seeking America is the Orient, carrying a banner inscribed "Orient" and scarfs floating from the staff to represent India, Japan, China, Syria.

A Message to Foreigners

When the groups are gathered in front of the altar, the Spirit of America addresses them in the words from President Wilson's Philadelphia Address:

If you come into this great nation, you will have to come voluntarily, seeking something that we have to give. All that we have to give is this: We cannot exempt you from work. We cannot exempt you from strife, the heart-breaking burden of the struggle of the day that has come unto mankind everywhere. We cannot exempt you from the loads that you must carry, we can only make them light by the spirit in which they are carried, because that is the spirit of hope, it is the spirit of liberty, it is the spirit of Justice.

Scandinavia's Answer

The leader of the Scandinavia group speaks first in words from Walt Whitman's "The Pioneers":

Have the elder races halted?
Do they droop and end their lesson, wearied
  there beyond the seas?
We take up the task eternal, and the
  Burden and the lesson,
  Pioneers! O Pioneers!
All the pulses of the world
Falling in, they beat for us, with the
  western movement beat;
Holding single or together, steady, moving,
  all for us.
  Pioneers! O Pioneers!
Till with sound of trumpet peal
Far, far off the day break call—hark how
  clear we hear it wind;
Swift! Spring forward to your place!
Swift! And bear the brunt of danger,
  Pioneers! O Pioneers!

The children in the group unfasten the colored scarfs from the banner staff and drop them separately into the bowl of the lamp of knowledge on the altar.

The Scandinavia group then takes its place on stage gathered about its banner high upraised.

Great Britain Speaks

Great Britain steps forward and the leader speaks to Spirit of America in the following words from Walter Scott's "Kenilworth":

We bring from the ancient Briton his bold and tameless spirit of freedom; from the Roman his disciplined courage in war, with his love of letters and civilization in times of peace—from the Saxon his wise and equitable laws—and from the chivalrous Norman his love of honor and courtesy with his generous desire for glory.

As the leader stops speaking the children unfasten colored scarfs from the staff and drop them separately into the bowl of the lamp of knowledge. The group then takes its place on the stage gathered about its banner high upraised.

Europe's Message

Europe comes forward and the leader addresses Spirit of America in the following words from President Wilson's Philadelphia Addresses:

We are coming to America not only to earn a living, not only to seek the things which it was more difficult to obtain where we were born, but to help forward the great enterprises of the human spirit, to let men know that everywhere in the world there are men who will cross strange oceans and go where a speech is spoken that is alien to them, knowing that whatever the speech, there is but one longing of the human heart and that is liberty and justice.

Children in the group then unfasten colored scarfs from the staff of "Europe" and drop them separately into the bowl of the lamp of knowledge. Europe then takes her place on the stage, the children of the group gathered around her banner high upheld.

The Orient Speaks

Leader of the Orient speaks then to the Spirit of America in the following lines from the Hindoo poet Kalidoso, translated by Arthur W. Ryder:

O thou who didst create this all
Who dost preserve it lest it fall,
Who wilt destroy it and its ways—
To Thee, a triune Lord be praise!

As into heavens' water run
The tastes of earth—yet it is one,
So thou art all the things that range
The universe, yet dost not change.

Though many different paths, O Lord, may
  lead us to some great reward,
They gather and are merged in thee
Like floods of Ganges in the sea.

Children in this group unfasten the colored scarfs from the staff and drop them separately into the bowl; the Orient group then takes its place on the stage about the staff.

The Statesman steps forward and speaks to the Spirit of America in these lines from Henry Van Dyke:

And Thou my country, write it on thy
  heart,
Thy sons are they who nobly take thy part;
Who dedicates his manhood at thy shrine,
Wherever born, is born a son of thine;
Foreign in name, but not in soul, they come
To find in thee their long desired home;
Lovers of liberty and haters of disorder,
They shall be built in strength along thy
border.

America's Word to Her Workers

The Spirit of America then addresses all the groups now gathered about the altar:

"State Builders, Workers, and Singers of America, you have brought to this altar your services and your different gifts to dedicate to the service of Liberty, but without continual renewal of service from all nations of the world your gifts would diminish and your dedication decrease in value. We therefore called upon you, all the peoples of Earth, to dedicate yourselves at our altar of Liberty. So you nations of the world have placed in this bowl the varied colors of your own diversified nationalities, and behold, as white is the product of all the colors of the spectrum, so in the blending of these your national colors there shall shine forth [*turning on the light*] the pure white light of Liberty and Truth!"

As the Spirit of America turns on the electric light and speaks the last words, the curtains at the back of the altar separate and the Goddess of Liberty appears in the full light of the Lamp of Knowledge.

Liberty Enlightening the World

The Goddess of Liberty dressed in white and carrying a torch to suggest the Statue of the Goddess of Liberty in New York Harbor speaks the following lines from Walt Whitman:

Sail, sail thy best, ship of Democracy,
Of value is thy freight, 'tis not the present
  only,
The past is also stored in thee,
Thou holdest not the venture of thyself
  alone, not of the Western continent
  alone,
Earth's resumé entire floats on thy keel, O
  ship, is steadied by thy spars!
With thee time voyages in trust, the ante-
  cedent nations sink or swim with thee.
With all their ancient struggles, martyrs,
  heroes, epics, wars, thou bearest the
  other continents
Theirs, theirs as much as thine, the destina-
  tion post triumphant;
Venerable priestly Asia sails this day with
  thee
And royal feudal Europe sails with thee—
Beautiful world of superber birth that
  rises to my eyes.

Hymn to America

While the Goddess of Liberty stands in the light upholding her torch, all persons now gathered on stage may join in the final chorus of William Watson's "Hymn to America," St. George's, Windsor:

Great and fair is she our land,
High of heart and strong of hand;
Dawn is on her forehead still,
In her veins youth's arrowy thrill,
Hers are riches, might, and fame;
All the Earth resounds her name;
In her roadsteads navies ride;
Hath she need of aught beside?

Power unseen, before whose eyes
Nations fall and nations rise,
Grant she climb not to her goal
All-forgetful of the soul!
True in honor be she found,
Justice-armed and mercy-crowned,
Blest in labor, blest in ease,
Blest in noiseless charities.

Unenslaved by things that must
Yield full soon to moth and rust,
Let her hold a light on high
Men unborn may travel by—
Mightier still she then shall stand,
Moulded by that secret hand,
Power Eternal, at whose call
Nations rise and Nations fall!

—Isabel Kimball Whiting.

THE RED CROSS

Sign of the Love Divine
  That bends to bear the load
Of all who suffer, all who bleed,
  Along life's thorny road.

Sign of the Heart Humane,
  That through the darkest fight
Would bring to wounded friend and foe
  A ministry of light;

O dear and holy sign,
  Lead onward like a star!
The armies of the just are thine,
  And all we have and are.

—Henry Van Dyke.

"THE AVENUE OF THE ALLIES"

[This poem was written by Alfred Noyes, the English poet, during the campaign for the Fourth Liberty Loan when Fifth Avenue was happily called "The Avenue of the Allies" as it flew the flags of all nations.]

This is the song of the wind as it came
Tossing the flags of the nations to flame:

I am the breath of God. I am His laughter.
I am His Liberty. That is my name.

So it descended, at night, on the city.
So it went lavishing beauty and pity,
Lighting the lordliest street of the world
With half of the banners that earth has unfurled;
Over the lamps that are brighter than stars,
Laughing aloud on its way to the wars,
Proud as America, sweeping along
Death and destruction like notes in a song,
Leaping to battle as man to his mate,
Joyous as God when he moved to create—
Never was voice of a nation so glorious,
Glad of its cause and afire with its fate!
Never did eagle on mightier pinion
Tower to the height of a brighter dominion,
Kindling the hope of the prophets to flame,
Calling aloud on the deep as it came,

Cleave me away for an army with banners.
I am His Liberty. That is my name.

Know you the meaning of all they are doing?
Know you the light that their soul is pursuing?
Know you the might of the world they are making,
This nation of nations whose heart is awaking?
What is this mingling of peoples and races?
Look at the wonder and joy in their faces!
Look how the folds of the union are spreading!
Look, for the nations are come to their wedding.
How shall the folk of our tongue be afraid of it?
England was born of it. England was made of it,
Made of this welding of tribes into one,
This marriage of pilgrims that followed the sun!
Briton and Roman and Saxon were drawn
By winds of this Pentecost, out of the dawn,
Westward, to make her one people of many;
But here is a union more mighty than any.
Know you the soul of this deep exultation?
Know you the word that goes forth to this nation.

I am the breath of God. I am His Liberty.
Let there be light over all His creation.

Over this Continent, wholly united,
They that were foemen in Europe are plighted.
Here in a league that our blindness and pride
Doubted and flouted and mocked and denied,
Dawns the Republic, the laughing, gigantic
Europe, united, beyond the Atlantic.
That is America, speaking one tongue,
Acting her epics before they are sung,

The Arch of Freedom Now Being Erected on "The Avenue of the Allies" as a Temporary Memorial to American Soldiers Who Made the Great Sacrifice

Driving her rails from the palms to the snow,
Through States that are greater than Emperors know,
Forty-eight States that are empires in might,
But ruled by the will of one people tonight,
Nerved as one body, with net-works of steel,
Merging their strength in the one Commonweal,
Brooking no poverty, mocking at Mars,
Building their cities to talk with the stars,
Thriving, increasing by myriads again
Till even in numbers old Europe shall wane—
How shall a son of the England they fought
Fail to declare the full pride of his thought,
Stand with the scoffers who, year after year,
Bring the Republic their half-hidden sneer?
Now, as in beauty she stands at our side,
Who shall withhold the full gift of his pride?
Not the great England who knows that her son,
Washington, fought her, and Liberty won.
England, whose names like the stars in their station,
Stand at the foot of that world's Declaration—
Washington, Livingston, Langdon, she claims them.
It is her right to be proud when she names them,
Proud of that voice in the night as it came,
Tossing the flags of the nations to flame:

I am the breath of God. I am His laughter.
I am His Liberty. That is my name.

Flags, in themselves are but rags that are dyed.
Flags, in that wind, are a nation enskied.
See, how they grapple the night as it rolls
And trample it under like triumphing souls.
Over the city that never knew sleep,
Look at the crimsons and golds as they leap,
Thousands of tri-colors laughing for France,
Ripple and whisper and thunder and dance;
Thousands of flags for Great Britain aflame
Answer their sisters in Liberty's name.
Belgium is burning in pride overhead.
Nippon is near, and her sun-rise is red.

Under and over and fluttering between
Italy burgeons in red, white, and green.
See, how they climb like adventurous flowers,
Over the tops of the terrible towers . . . .

There, in the darkness, the glories are mated.
There, in the darkness, a world is created.
There, in this Pentecost, streaming on high.
There, with a glory of stars in the sky.
There the broad flag of the world and its liberty
Rides the proud night-wind and tyrannies die.

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* * * and the stern night cried Peace!
And shut the strife in darkness,
Then slowly crept a triumph on the dark
And I heard Beauty singing up the hill.

John Freeman in "The Westminster Gazette."

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STATE EDITORIAL BOARDS

State Editorial Boards, each consisting of five members appointed by the State Superintendents, represent the classroom teachers of the several States.

No words of ours can express the deep regret with which the teachers of the United States learned of the death of Theodore Roosevelt. For twenty years, the character and achievements of this great American have been an inspiration to the youth of the land—an ideal of intense and unselfish devotion to the common good. A nation is something more than a geographical unit. It is something more than a mere aggregation of human beings. Essentially it is a community of ideals and aspirations, made strong and enduring because they cluster about the names and deeds of men and women who dreamed unselfish dreams and wrought steadfastly that these dreams might come true. It was this rare combination of the man of vision and the man of action that Theodore Roosevelt so finely typified. His memory will be an undying part of our American heritage.

The great peril of the immediate future is the red terror that already has Russia in its bloody grip and now threatens Central Europe. From one point of view, it is a natural and expected reaction—a reaction not only against the oppression and tyranny of autocracy, but also against middle-class smugness and self-seeking. But its danger is none the less for this reason. Its breath of life is ignorance and superstition. Its appeal is to the most primitive passions. Its chief weapon is terrorism—the same "frightfulness" that has cost Germany her last shred of national honor. Even if its purpose has been to tear down what is unworthy, its processes have been without discrimination. Whether its motives be sincere or sinister, no institution is immune from its sword and its torch. The thought is sobering; and in spite of the victory that thrills us in a righteous cause, it proves a deep lesson for a democracy like ours. Changes must come in the political and social orders—complete and fundamental changes that we may hardly now even suspect. But we have the developed channels through which such changes may be steadily wrought—reflection, discussion, collective action. He for whom these methods are too slow is our common enemy who seeks to undermine the only foundation on which a sound society can rest.

Probably no work of teaching is at once so important and so beset with pitfalls as that which deals with the history of war. So difficult is it to "teach war" helpfully that well-meaning reformers have even proposed that the study of war be eliminated from our school programs. But to distort history in this way would be fatal to the very cause of peace that these reformers have at heart. Blindly to shut our eyes to the great lessons that war teaches would mean that, sooner or later, the wars of the past would have to be fought again. And one of these lessons is the fact that war has served in the past, as no other agency has served, to bring people together in a common cause. It is safe to predict that there will be war until men and women are willing and anxious to forget themselves and seek the common good without the primitive but powerful stimulus that armed conflict so quickly and so terribly supplies. It is upon this possibility that the success of the League of Nations will depend. Can every nation and every people sacrifice to serve? Can this lesson, so fundamental to the future peace of the world, be indelibly impressed upon each succeeding generation? This is not primarily a political problem or an economic problem. It is rather an educational problem which the schools and the teachers of all countries must combine to solve. Great international conferences on education may not be uncommon in the years to come, if the educational leaders rise to meet their full responsibility.

The public-school teachers scarcely appreciate what a powerful influence they may exert in the improvement of educational conditions provided only that they work together in the common cause and with an eye single to the public good. They number more than six hundred thousand—the largest group of practitioners in any one of the so-called professions. They are in close touch with the people—charged with the care and oversight of the people's children. In spite of the slurs that are sometimes cast upon their service, and in spite of the meagre financial rewards that even the most faithful and efficient teaching brings, it still remains true that the teacher as a type has the confidence of the public. It is not too much to say that, within a decade, this great group of six hundred thousand teachers could by concerted and unselfish action raise the public schools of the nation to a plane of efficiency that would be worthy of the place that education must come to occupy if the democratic ideal is to be realized.

They could solve the rural-school problem. They could reduce illiteracy. They could insure the dominance of sterling Americanism in every corner of the land. They could place their own calling upon the basis of a permanent and well-rewarded profession. Through a program of health education, they could double or treble the effective strength of the nation. All of these achievements which would mean so much to the permanence of democratic institutions are possible to them in a measure unapproached by any other group in our population. It is only a matter of "getting together" and working together for the common good.

A WAR BETWEEN SYSTEMS OF CULTURE

I agree with the intimation which has been conveyed today that the terrible war through which we have just passed has not been only a war between nations, but that it has been also a war between systems of culture—the one system the aggressive system, using science without conscience, stripping learning of its moral restraints and using every faculty of the human mind to do wrong to the whole race; the other system reminiscent of the high traditions of men, reminiscent of all these struggles, some of them obscure, but others closely revealed to history, of men of indomitable spirit everywhere struggling toward the right and seeking above all things else to be free.

The triumph of freedom in this war means that that spirit shall now dominate the world. There is a great wave of moral force moving through the world, and every man who opposes himself to that wave will go down in disgrace.—*President Wilson, at the University of Paris, December 21, 1918.*

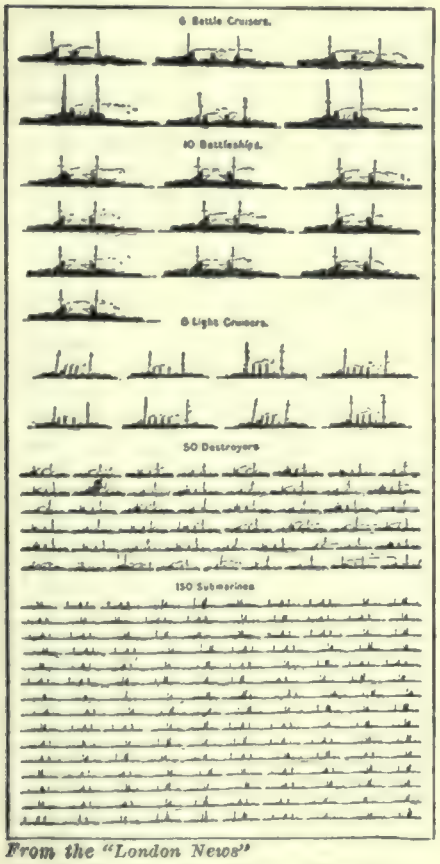
FIGHT FOR AMERICANISM

Roosevelt's Last Public Message Urges Undivided Allegiance—One Language, One Flag, One Soul Loyalty

Death came to Theodore Roosevelt, ex-President of the United States, soldier, statesman, scholar, and fearless leader, on the morning of January 6, 1919. Among his last known public messages was a letter written the Friday before to officers of the American Defense Society, of which he was the honorary president, to be read at the Sunday evening concert of the society at the Hippodrome, New York City. The message, ringing with the clear note of true Americanism, follows:

"I cannot be with you, and so all I can do is to wish you godspeed. There must be no sagging back in the fight for Americanism merely because the war is over. There are plenty of persons who have already made the assertion that they believe the American people have a short memory and that they intend to revive all the foreign associations which most directly interfere with the complete Americanization of our people. Our principle in this matter should be absolutely simple. In the first place, we should insist that if the immigrant who comes here does in good faith become an American and assimilates himself to us he shall be treated on an exact equality with every one else, for it is an outrage to discriminate against any such man because of creed or birthplace or origin.

"But this is predicated upon the man's becoming in very fact an American and nothing but an American. If he tries to keep segregated with men of his own origin and separated from the rest of America, then he isn't doing his part as an American. There can be no divided allegiance here. Any man who says he is an American, but something else also, isn't an American at all. We have room for but one flag, the American flag, and this excludes the red flag, which symbolizes all wars against liberty and civilization just as much as it excludes any foreign flag of a nation to which we are hostile. We have room for but one language here, and that is the English language, for we intend to see that the crucible turns our people out as Americans, of American nationality, and not as dwellers in a polyglot boarding house; and we have room for but one soul loyalty, and that is loyalty to the American people."



From the "London News"
The Surrendered German Fleet]

JUSTICE

Across the world where all men grieve, and grieving strive the more,
The great days range like tides, and leave our dead on every shore.
Heavy the load we undergo, and our own hands prepare,
If we have parley with the foe, the load our sons must bear.
Before we loose the word that bids new worlds to birth,
Needs must we loosen first the sword of Justice upon earth;
Or else all else is vain since life on earth began,
And the spent world sinks back again, hopeless of God and man.

A people and their king through ancient sin grown strong,
Because they feared no reckoning would set no bound to wrong;
But now their hour is past, and we who bore it find
Evil incarnate held at last to answer mankind
For agony and spoil of nations beat to dust,
For poisoned air and tortured soil and cold, commanded lust,
For every secret woe the shuddering waters saw
Willed and fulfilled by high and low—let them relearn the law.

That when the dooms are read, nor high nor low shall say:
"My haughty or my humble head has saved me in this day."
That, till the end of time, their remnant shall recall,
Their fathers' old confederate, crime, availed them not at all.
That neither schools, nor priests, nor kings may build again
A people with the heart of beasts made wise concerning men.
Whereby our dead shall sleep in honor, unbetrayed,
And we in faith and honor keep that peace for which they paid.

—Rudyard Kipling

NO HYPHEN IN MY HEART

[*The author of this poem is of Czecho-Slavic birth and, as an active member of the Author's League of America, has done her part to help win the war and to spread the messages of Americanisation. This poem is copyrighted by the author and reproduced by permission.*]

To these broad shores my fathers came
From lands beyond the sea;
They left their homes, they left their friends
To breathe an air more free.
To them an alien land it seemed
With customs strange and new,
But my heart knows just one dear flag—
The Red, the White, the Blue.

There is no hyphen in my heart:
It can't be cut in two.
O flag of bars and silver stars,
I've given it all to you!
Columbia, to me you've been
A mother fond and true;
My heart's best love and loyal trust
I glady offer you.
Let others sing of native lands
Far o'er the ocean's foam—
The spot where floats the Stars and Stripes
Shall ever be my home.

—Josephine M. Fabricant.

JUNIOR RED CROSS PROGRAM

Recent events have necessitated a slight rearrangement of the Junior Red Cross program for the ensuing months.

January.—During this month, the Junior Red Cross will put on a campaign for the introduction of courses in *First Aid* and in *Home Nursing* in high schools. The details of this campaign will be issued early in January.

February, March, and April.—About the middle of January the Junior Red Cross will issue from Headquarters a 32-page pamphlet of suggestions for instruction in *personal health* and *community sanitation.* The work for personal health will continue throughout four months. The program of community sanitation may be undertaken in February, March, or April, as the local climate dictates. Actual classroom time may well be taken from that usually devoted to the teaching of hygiene and sanitation.

This change of program will defer the plans for stimulating international friendship which are being worked out for the month of March. The suggestions offered in this connection will be developed in English, geography, and history classes, and so will not interfere with the health program.

The regular schedule for April, May, and June remains unchanged. Teachers will accomplish much more by following a definite plan carefully worked out in advance.

Rural Schools

ONE COUNTRY, ONE LANGUAGE

Have the children give the salute to the flag, the one which ends, "One country, one language, one flag." We all know why it is a good thing to have one big country, the United States, instead of forty-eight small countries, each one separate. Perhaps some boy or girl will tell why. They can tell, too, what is our "one language." Why is it good to have one language?

Probably the children have seen persons who speak a different language from ours, their own neighbors, perhaps, or strangers on a railroad train or at a fair. What do we think when we hear persons talking in a strange tongue? That these people are foreigners, do not belong to our country, have different ways from ours, which we do not understand, and that they perhaps would not like or understand our ways of doing things.

Get suggestions from the pupils. Lead them to think and talk for themselves as much as you can, but be sure that in the end they see that, if we are to be one country, it is absolutely necessary that we be able to understand each other, read the same newspapers or posters, listen to the same speeches, vote on the same ballot, talk to each other in a common language. If it is good for all the people in America to speak the same language, which language should it be?

Which Language?

Is there any difference of opinion as to the answer to the question we have been thinking about? Let us think about the way foreigners who come to our country may feel. Our laws say they must put their children in school. What language will those children hear in school? In what language will all the books be written? Why not have schools for the children of foreigners in which they would study books written in the language their mothers and fathers speak? Why should these children have to study books written in English any more than American children have to use the foreign children's language?

First Step in Americanization

One of the big tasks our country has is making good Americans of all the foreign-born peoples who come to our land—Italians, Russians, Poles, Germans, Greeks, Czechs, and many others. The process of making these people into Americans is called Americanization. When does a man born in a foreign country become a good American? One of the first steps in Americanization is teaching the foreign-born the language of our country, the English language.

Can we make good Americans of all these people—even of Germans? Yes, in the Great War some of our most loyal soldiers and supporters were German-born. Perhaps you have foreign-born children in your class. Do they want to be good Americans? Are they trying hard to take this first step? Do they talk English to each other? Do they talk English in their homes? Do the other children help them, by talking with them, not making fun of their mistakes? Shall we see if we can all help Uncle Sam in his big job of Americanization?

THE ALSACE-LORRAINE QUESTION

Do you know what the Alsace-Lorraine question is? Perhaps you can guess it if you can find these provinces on your maps. They lie between France and Germany, and both of these nations have desired to have them. To which should they belong? Suppose you had to answer that question. What would you want to know first? On what would you base your decision?

Some Alsace-Lorraine History

More than a thousand years ago, Alsace, Lorraine, Germany, and France were part of one mighty empire, under the rule of the great emperor Charlemagne. When Charlemagne died, the empire went to his son, who later divided it among Charlemagne's grandsons, Louis, Charles, and Lothair. Louis was given the part east of the Rhine, from which modern Germany developed. Charles received the part west of the Rhine and the Meuse, which became France. Lothair had the land between. The name *Lorraine* has come from *Lothairingia*, or the land of Lothair. Find all these places on the map.

The empires of Charles and Louis gradually encroached on the land of Lothair, and the dispute began as to whether Germany or France should own this territory. Finally France seemed victorious. She acquired Metz, the chief town in Lorraine, in 1552, and Strassburg, the capital of Alsace, in 1681. Compare these dates with the dates of the discovery of America and of the early colonies at Plymouth and Jamestown. France held these provinces by the strength of her arms until 1871. In that year, she was defeated in the Franco-Prussian war, and besides paying an indemnity, she had to give up Alsace and Eastern Lorraine, which Germany claimed France had stolen from her two or three centuries before. And the dispute was no more settled than it had been before.

A Land Which Lost Its Language

At that time, nearly fifty years ago, there were about a million and a half people in these two provinces. They were a part of France, just as your own state is part of the United States. France was their country, the French language was their language. But a notice was posted in every village, commanding that hereafter German, and not French, should be taught in the schools. How would you feel if you saw such a notice posted in your village? Perhaps your teacher can find a story called "The Last Lesson in French," which tells about it. The people of Alsace and Lorraine were broken-hearted. They had been part of France longer than your state has been part of the United States, and they loved France and wanted to be French. But they had no choice. A German historian named Treitschke wrote, "We Germans know better than these unfortunates themselves what is good for the people of Alsace. Against their will we shall restore them to their true selves." Their country now was to be a part of Germany, their language German, their flag the German flag. If they would not accept this new order of things, they could leave the country. Many thousands of the finest young men of Alsace and Lorraine did turn their backs on the land they loved because they were determined not to be under the rigorous German rule.

Alsace-Lorraine in the Peace Terms

After half a century, the two provinces still looked to France as their mother country, from which they had been torn and to which they still desired to return. What do you think should be done about it? And why do you think so? Is it because France has beaten Germany now and has a right to take German territory if she wants to? Or is it because the people of Alsace-Lorraine want to go back? Do you know what the Peace Conference is going to do about it? What has President Wilson said about Alsace-Lorraine?

THE SCHOOL MAIL BOX

The postman lesson for St. Valentine's Day in the primary department of this issue may be adapted into a lesson on rural free delivery. If you have not already had a mail box put up at your school, this is a good time to plan with the children for having it done as soon as possible.

PATRIOTIC FARMERS

The farmers of the United States apparently have accomplished the impossible by continuing to plant larger areas and to harvest larger crops in the aggregate with each year of the war in spite of the difficulties of securing farm labor, supplies, machinery, and other necessary articles.

The planting and cultivating of 32,000,000 acres more in 1917 than in 1914 by the farmers of this country is comparable with anything that has been accomplished by any other industry. This production of food crops on an enlarged scale, at greatly increased expense of time, effort, and labor and by fewer men, steadily and without publicity or the inspiration that comes from large bodies of men working together, has done as much to insure the winning of the war against the military despotism of Europe as any other one factor. — ***David F. Houston, Secretary of Agriculture.***

LINCOLN, THE GREAT AMERICAN

A good way to know what America is and what she wants to be is to study the life of Abraham Lincoln. When we read the life of Lincoln, we find that he was well used to trouble. Hard things he had to bear all his life long. No child in America today sleeps in as cold a room as Lincoln did, or eats such plain food as Lincoln did when he was a little boy. No child in America today has to go without schooling and books, as Lincoln did. But hard things only made Abraham Lincoln strong to bear burdens.

Poor, and lonely, and untaught, he built up a splendid character, and the things he built on were the things every man may have: they were faith in God, absolute honesty, patience to learn, and charity for all men.

In selecting stories of Lincoln to tell to school children, take those which illustrate the traits of character which it is possible for our little folks to understand and imitate.

NEW LIFE IN SCHOOL WORK

There was never before a better chance to teach history and geography than there is today. The questions before the Peace Conference concern the future of places all over the world. To read the papers and magazines understandingly we have to know something about the geography of these places, where they are, the degree of civilization of their people, and the resources which make great powers want to own them. We need to know their history. Why are they in dispute? What claim has France or Serbia or Italy or Denmark to them? What unfair treatment have they had in the past that they are now asking to have righted?

The world has never lived through events more important than those of today. Our pupils must learn of them and their causes if they are to understand the movement of world affairs all the rest of their lives. Shall they not learn the story now while it is in the making, while it is most alive and interesting, while it is talked of everywhere, featured in every newspaper?

By including the whole room in one group to discuss these current events of large importance, time may be provided with little sacrifice of any of the regular subject matter, and the resulting work should be the best kind of history, geography, civics, English, and reading.

SCHOOL GARDEN ARMY

One and one half million children have enlisted in the United States School Garden Army under the direction of the Bureau of Education. Sixty thousand acres of neglected vacant lots have been converted into productive land and fifty thousand teachers have received valuable instruction in gardening through the garden leaflets issued for the movement. The initial purposes which prompted the planning of the School Garden Army were two: (a) increased food production and (b) the training of school children in thrift, industry, service, patriotism, and responsibility. These purposes still hold even though the armistice has been signed, and teachers everywhere will find a splendid opportunity for patriotic service in coöperating with this movement.

The School Garden Army was organized particularly to develop gardening in town and city schools, rural schools having been pretty well organized for some time under the Boy's and Girl's Club movement of the United States Department of Agriculture. Rural teachers, however, will do well to avail themselves of the helpful leaflets which are issued by the School Garden Army. Write at once to the School Garden Army division of the Bureau of Education, asking to have your name placed on the mailing list to receive garden circulars, and to procure copies of the four printed bulletins now available, namely, the Fall Manual, the Spring Manual, Outline of a Course of Study in Gardening, and a Garden Festival. This is the time to plan gardens and you will need all the helpful literature available from every source.

A RED, WHITE, AND BLUE VALENTINE'S DAY

The fact that Valentine's Day and Washington's birthday both come in the month of February, and that the Belgians confused the two, gave that plucky little nation a chance to flaunt defiance in the face of Germany. It was before the United States had entered the war, but already the Relief Commission, with Mr. Hoover at its head, had won the gratitude and love of Belgium. Seeking for some way to show their appreciation, they hit upon the idea of wearing the American colors, the red, white, and blue, on St. Valentine's day, because they thought it was the custom to do so in the United States. So on Valentine's day, the streets of Brussels were gay with ribbons. Every man, woman, and child who could get it wore a red, white, and blue bow or streamer or rosette, or a tiny American flag.

The Germans were furious. Had they not forbidden the Belgians to show any flags? But they dared not interfere, for these were the colors of the United States, and at that time our country was neutral and Germany was desirous that it should remain so. If the German soldiers who policed the city should tear these colors off the wearers, or punish them for the display, the United States might consider it an insult or a hostile act. There was nothing to do but to let the matter pass. But the Germans could not hide their anger, and the knowledge of it filled the Belgians with glee.

Before the week passed, however, the people of Brussels discovered that they had made a mistake. They learned that we celebrated St. Valentine's day in another way, and that on Washington's Birthday we wore our national colors and flew them from our houses. The chance to exasperate the powerless Germans, while again honoring their American friends, was too good to miss. Accordingly, with much silent glee, the red, white, and blue decorations were again brought out, and for another day they brightened the Brussels streets, while the Germans fumed in impotent rage at sight of the plucky Belgians, who wore their forbidden colors with quiet faces, perhaps, but with high held heads, and defiant amusement shining in their eyes.

Primary Grades

I AM AN AMERICAN

Each little pupil who goes to the Primary School can tell people what his name is, his father's name, and where his home is. He can say, "I am Jack Brown. I live at 1935 A Street, Lincoln, Nebraska," or he can tell just where he lives in the country.

Why not teach these same primary children what our national name is and something about our larger home, our country. Then each child can say proudly, "I am an American. My country is the United States of America. My flag is the Stars and Stripes."

A BRAVE LITTLE FRENCHMAN

Pierre was a little French boy who lived in a village near the boundary line between France and Germany. One day some French troops came to the village. When the people gathered round them, the captain asked if they had seen any Germans about.

"Do you know if they are far from here? I wish to know exactly before we cross the river," added the captain.

Little Pierre, who had heard the question, pushed forward and saluted. "If you wish, I will find out," said he. "I know the country very well. My grandmother, who is ill, lives on the other side of the river, in the next village. I will go to see her and find out if the Germans are nearby."

"But you will be shot," said the captain.

"Oh, I am not afraid," replied the little boy. "I will hide in the bushes and if any one should see me, I will say I am going to see my grandmother."

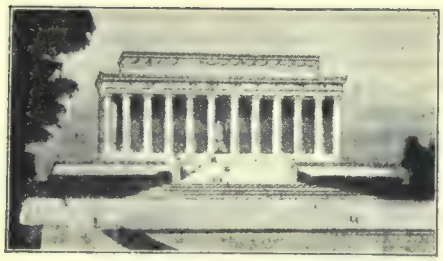
The boy's offer pleased the captain and he consented to let the little fellow try out his plan.

Pierre started off as if he were going for a walk in the country. He had on his wooden shoes, a woolen cap was in his hand, and he wore a short, blue coat. He looked exactly like a little boy going to visit his grandmother.

He crossed the river on a little foot bridge. When he came to the other side, he went toward the village where his grandmother lived, hiding as best he could back of hedges and bushes.

Once he met a woman whom he knew and asked her whether there were any Germans nearby.

"Indeed there are. Thousands of them are out there beyond the houses, with



Lincoln Memorial, Washington, D.C.

horsemen and cannon. Go back home at once or you will be shot."

But the brave lad did not turn back.

"If there are Germans here," thought he, "it is not time to think of myself. I must get exact information for the captain."

Suddenly he heard the galloping of a troop of horsemen and saw some German cavalry coming toward him.

"Halt!" shouted an officer. "What are you doing, boy?"

"I am going to see my grandmother who is ill," said little Pierre.

"No you are not," said one of the Germans. "You were hiding yourself in order to spy on us. Come along. Forward, march! You are going to be shot!"

Pierre was placed between two soldiers and brought to the German camp. There he saw rows of cannon and great numbers of infantry and cavalry. He heard the Germans talking and knew that they planned to attack the French on the other side of the river.

"If only I could get away and warn the captain," he thought. But that seemed impossible for the Germans had locked him in a barn which was guarded by a sentinel. "If the least warning is given to the French you will be shot this evening," he was warned.

"How can I get out," thought this brave little boy to himself as soon as he was alone. He looked about him. The barn had been used as a storehouse and was full of knapsacks, helmets and guns. There was a small window in one side, too high for the little boy to reach. Quickly and quietly he piled a number of knapsacks one upon the other and climbing over them was able to reach the opening. He looked out. The sentry was on the other side of the building. So out he jumped, landing in the soft dirt below without making any noise. Just as fast as he could he made his way back toward the river, crawling behind the thickets. His one thought was to reach the other side and warn the French that the Germans were coming. He heard shouts behind him and thought that his escape had been discovered.

Then how he did run! Soon he came to the river. Fortunately the river was low and so in he splashed and waded across to the other side. When he finally reached the captain, he was a wet, muddy, and breathless little boy.

"There are many Germans and a great many cannon," he told the officer, "and they are going to come here for they have forbidden all the people to leave the village for fear they will warn you."

"You are a brave boy," said the captain. "We know now what to do."

"I am only sorry," said Pierre, "that I did not see my grandmother."

IN THE DAYS OF LINCOLN

The backwoods setting of Lincoln's boyhood home is very easily reproduced on the sandtable. First picture the half faced camp which was his home for more than a year. Talk about the work necessary to be done before a permanent cabin could be built. Represent the wilderness surroundings by small branches and twigs stuck in sand. Talk of cutting trees for logs to build a new home, of clearing land to plant corn.

Show how the log cabin was made. The children may construct miniature cabins of cardboard crayoned or painted to represent logs, or they may construct them of twigs which can be nailed together with tiny nails. In some schools, the children have used pieces of corn stalk fastened together with wire. Other things which may be made of wood are three-legged stools, rude tables, little Abe's bed, the shovel on which he did his figuring.

As the picture develops, let the children see how the pioneer family in those days had to get all they needed to wear and eat by their own hard labor. A bit of skin or fur hung up to dry outside the cabin will suggest a source of clothing and food. A toy spinning wheel and a small loom will hint of how clothing was made.

In every way possible, contrast the conditions under which the young Lincoln lived with those of today. Try to make the little Americans of today appreciate their advantages, and their opportunities.

A WAR EQUIPMENT CONTRAST

What Washington's Soldiers Had

Flint-lock muskets.
Powder carried in horn or flask.
Hand made bullets.
Travel by foot or on horseback.
Supplies hauled by wagons over poor roads.
What food could be supplied by the country where they were camped.
Homespun uniforms and rough shoes.

What Pershing's Soldiers Have

Repeating rifles and machine guns.
Motor trucks and railroad trains.
The telegraph and wireless.
Tanks and airplanes.
Long-range guns.
Abundance of food, and special care if sick or wounded.
Warm khaki clothing with special attention paid to well fitting shoes.

CIVICS IN PRACTICE

In connection with St. Valentine's Day, prepare to take up the study of the postman as a public official with whom the child comes into daily contact. Talk about the postman; how often he delivers mail in the neighborhood; other things he has to do. The story of a letter: the teacher may address a letter before the class; let a child place the stamp correctly; have the class accompany the teacher to the nearest mail box and show how to post the letter. How we can help the postman: address the letters properly; write plainly; answer the bell promptly; save time by having a letter box.

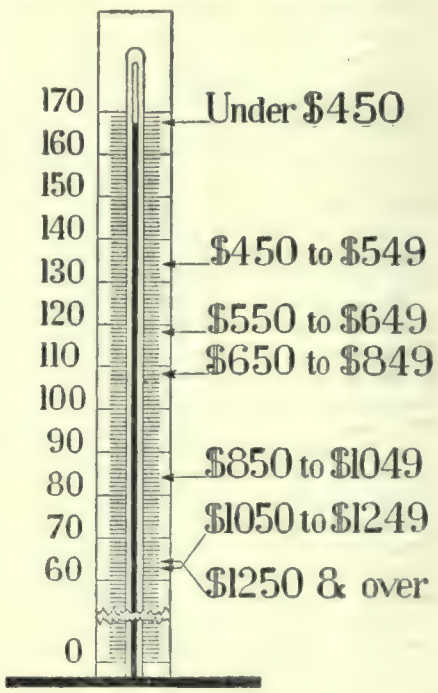
THE POSTMAN

I see the postman coming,
With letters in his hand;
I will not keep him waiting,
But by the door I'll stand.
And when I hear his welcome knock,
The door I'll open wide
And with a pleasant "Thank you,"
The letters take inside.

Through every sort of weather
The postman comes each day,
With letters to deliver
To each along his way.
The letters give us pleasure,
The cards and papers, too,
Then shout, "Hurrah for the postman!"
Who brings the mail to you.

SAVING THE CHILDREN

As the earnings of the father of the family decrease the baby death rate increases, according to facts presented in the sixth annual report of the Children's Bureau of the Department of Labor. This chart sums up the result of a six years' study of infant welfare as related to the family income, and represents the definite conclusions of a field investigation based upon interviews with 23,000 mothers.



In families where the fathers earn $1250 or more, the baby death rate was 64.3 for each 1000, or one in each sixteen. The death rate for babies whose fathers earn less than $450 was 167.8 per 1000, or more than one in every 6. The two income groups, where fathers earned less than $550, together include 26.7 per cent of the babies. The next two groups ($550 to $849) include 36.9 per cent. In the group earning from $850 to $1049 were 15.2 per cent of the babies. Only 18.2 per cent had fathers earning $1050 and over, 6.2 per cent, $1050 to $1249, and 12 per cent $1250 or more.

The baby saving campaign of the Children's Bureau is directed toward saving the many thousand babies now lost through ignorance or negligence.

Intermediate Grades

OUR BROTHERS' KEEPERS

See the picture of a small girl crossing a muddy street holding a big baby in her arms. Hear a person near by say, "Child, the baby is too heavy for you to carry. Let me help you." Hear the reply which comes unfalteringly, "He's not heavy. He's my brother."

Much of that spirit has come into the hearts of the youth of America since the great war began. The pull on their muscles as they performed tasks, heavy and sometimes long, in order to lift their brothers and sisters in Europe across very muddy places, has had an excellent reaction. Gradually the knowledge of the "other fellow" has begun to dawn. This must be grasped by the teacher and held permanently. Service in Red Cross activities, thrift and victory savings, and food conservation must go on. We must keep up these activities which interpret to children the larger meaning of "my brother."

UNCLE SAM'S JUNIOR WORK SHOPS

Handwork, always an important form of activity in the schoolroom, assumes at the present time a more prominent role than heretofore, for the war has plainly demonstrated the country's need of skilled artists and artizans who cannot be better launched in their development of accuracy, dexterity, initiative, and muscular control than through the handwork of the intermediate grades. The teacher with a vision realizes that the imperfect furniture, buildings, vehicles, and toys fashioned by little fingers are the foundation for the work of the nation in the future.

Work of Current Interest

Granting its worth, we may be in a quandary to find some project of current interest and general appeal to the children, especially a piece of community work to which each child contributes his bit, and so may welcome the idea of fitting up a hospital ward or convalescent soldier's room.

The room itself may be made from a hat box cut to suitable proportions, the front and top removed. The box may be papered with white wrapping paper, and windows painted to resemble glass set in the wooden frame may be glued in position. Tissue paper makes excellent curtains for the convalescent's room, while a mat for the floor may be made of a dark, well-selected cover paper through which a lighter piece is woven for a center.

The furniture is necessarily simple, consisting of beds, tables, and straight chairs for the ward, with a bureau and rocking chair added for the convalescent's comfort. These pieces may be made in several ways. Genetic construction using no paste, but putting the parts of any article together by joints, slipping one piece of paper through slits cut in another, is a possible form of construction best adapted to very young workers. Construction with paste, fastening the various parts together by means of flaps, offers a more advanced problem, one quite practical for third and fourth grade children and within the possibilities of every schoolroom, as it requires only drawing paper, scissors and paste.

Fourth grade children delight in making paper box furniture which utilizes boxes of various sizes and shapes, the parts being put together with brass fasteners.

Finally, the best material for use by fourth or fifth grade children is wood. Sloyd work is a good beginning for the shop of later years, and the interest which boys of these grades show in the use of the knife is surprising. Basswood, one-fourth inch and three-sixteenth inch, knives, glue, one-half and three-quarter inch brads, and hammers are the required equipment. Small boxes may be used if the basswood is not available. The patterns may be supplied by the teacher or, better, worked out by the children. The box and wooden furniture may be painted or enameled.

It is not necessary for each child to make every piece of furniture needed for the little room. The various pieces may be assigned different groups, and the whole assembled after a few lessons while the interest is still keen.

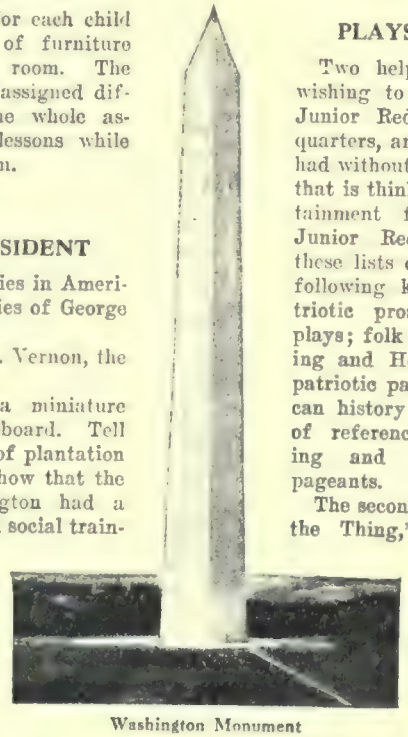
OUR FIRST PRESIDENT

Some of the best stories in American history are the stories of George Washington as a boy.

Show a picture of Mt. Vernon, the home of Washington.

Better still, make a miniature plantation on the sandboard. Tell the children something of plantation life in the old days. Show that the young George Washington had a good education and good social training. Compare his home with the humble home of Abraham Lincoln. Tell the story of the colt to illustrate Washington's truthfulness and respect for his mother. Emphasize the fact that he was a well brought up boy, that he had plenty of outdoor life, that he studied, and played, and learned to manage himself and the plantation. So when the time came that his country needed him, he had health, wisdom, and character to give to his country's service.

Little children will be interested in any stories of his boyhood. They will like to know, too, about his fighting the Indians. They ought to know, of course, that in the war that won our independence he was the commander-in-chief of the army. They will be interested in the story of the first American flag and Washington's connection with it. Because these time-worn stories have lost some of their flavor to us who have retold them so many times, there is no reason why we should neglect to give them to our little children. Our first president was a great general, a great statesman, and a good man. Stories of his life are part of the heritage of every American child.



Washington Monument

WASHINGTON'S BIRTHDAY

"'Tis splendid to live so grandly,
That long after you are gone,
The things you did are remembered,
And recounted under the sun;
To live so bravely and purely,
That a nation stops on its way,
And once a year, with banner and drum,
Keeps its thoughts of your natal day.

And this is Washington's glory,
A steadfast soul and true,
Who stood for his country's honor
When his country's days were few;
And now, when its days are many,
And its flag of stars is flung
To the breeze in defiant challenge,
His name is on every tongue.

—Margaret Sangster.

PLAYS AND PAGEANTS

Two helpful leaflets for schools wishing to give plays are now at Junior Red Cross Division Headquarters, and either or both may be had without charge by any Auxiliary that is thinking of holding an entertainment for the benefit of its Junior Red Cross work. One of these lists offers suggestions on the following kinds of material: Patriotic prose and poetry; health plays; folk dances and songs; farming and Hooverizing; historic and patriotic pageants; plays of American history; patriotic plays; books of reference on costuming, staging and producing plays and pageants.

The second list, called "The Play's the Thing," is published by the National Association for the Study and Prevention of Tuberculosis, an organization with which the Red Cross keeps up the closest coöperation. It contains, besides synopses of fifteen health plays, suitable for school production, some general advice for the most effective use of the plays suggested.

THE AMERICAN FLAG

Tell me, who can, about our flag
With its red and white and blue;
How came it to have so many stars,
And of pretty stripes so few?

The thirteen stripes are for thirteen states
That first into union came,
For each new state we have added a star,
But have kept the stripes the same.

WHO WON THE WAR?

Who won the war?
'Twas little Belgium stemmed the tide
Of ruthless hordes who thought to ride
Her borders through and prostrate France
Ere yet she'd had time to raise her lance.
'Twas plucky Belgium.

Who won the war?
Italia broke the galling chain
Which bound her to the guilty twain;
Then fought 'gainst odds till one of these
Lay prone and shattered at her knees.
'Twas gallant Italy.

Who won the war?
Old England's watch dogs of the main
Their vigil kept, and not in vain;
For not a ship their wrath dared brave
Save those which skulked beneath the wave.
'Twas mighty England.

Who won the war?
'Twas France who wrote in noble rage
The grandest words on history's page,
"They shall not pass"—the devilish Hun,
And he could never pass Verdun.
'Twas sturdy France.

Who won the war?
In darkest hour there rose a cry,
"Liberty, sweet Liberty, thou shalt not die."
Thank God! they came across the sea,
Two million men and victory!
'Twas glorious America.

Who won the war?
No one of these; not one, but all
Who answered Freedom's clarion call.
Each humble man who did his bit
In God's own book of fame is writ.
These won the war.—*Woodbury Pulsifer, in the Washington Herald.*

GOLDEN RULES OF HEALTH

These health rules were sent out by the child-welfare department of Minnesota:

1. Play hard and fair. Be loyal to your team mates and generous to your opponents.

2. Eat slowly. Do not eat between meals. Chew food thoroughly. Never drink water when there is food in the mouth. Drink water several times during the day.

3. Brush your teeth at least twice a day. Rinse your mouth out well after each meal.

4. Cultivate regular daily habits.

5. Keep clean, body, clothes, and mind. Wash your hands always before eating. Take a warm bath with soap once or twice a week; a cool sponge (or shower) bath each morning before breakfast, and rub your body to a glow with a rough towel.

6. Try to keep your companions, especially young children, away from those who have contagious diseases.

7. Use your handkerchief to cover a sneeze or cough, and try to avoid coughing, sneezing, or blowing your nose near others.

8. Study hard, and in study, work, or play, do your best.

9. Sleep: get as many hours in bed each night as is advisable for one of your age. Keep windows in bedroom well open.

10. Be cheerful and do your best to keep your school and your home clean and attractive, and to make the world a better place to live in.

Protect your schoolmates from disease. Use your handkerchief when you sneeze.

Upper Grades and High School

SEA POWER IN THE WAR

In connection with the story of the lives of the great naval commanders of the war, teachers may well emphasize the vital importance of sea power as a factor in the victory. The work of the allied fleets was perhaps not so spectacular as the charges "over the top," but in a sense it was even more fundamental to victory. With the sea-control in allied hands, millions upon millions of British soldiers, with necessary supplies and munitions, were transported across the channel. Over two million Americans were transported to France. Over one million soldiers came from Great Britain's overseas dominions, together with billions of dollars' worth of food and fighting material. The value of sea control can best be appreciated if we imagine that the Central Powers, instead of the Allies and the United States, had succeeded in gaining the upper hand in the struggle for naval supremacy.

Naval Affairs in 1914

The Hostile Fleets: (1) The German fleet, second naval power of the world; its strength, two-thirds that of the British; its task, to render the British fleet incapable of protecting (a) British trade in food and munitions, (b) transportation of troops to France. (2) British Navy: Its task (a) to destroy or shut in port the main German fleet (b) to clear the ocean of German raiders preying on British and neutral commerce.

Coast protection: the sowing of coast waters with floating mines; concealing channels to ports.

The blocade of German ports: the grand naval review of the British fleet, July 1914; the fleet held together; the announcement of the blockade of German ports by the main British fleet.

Naval engagements: (1) British victory off Heligoland in the North Sea, now known to be more disastrous to German fleet than at first supposed. (2) Commerce raiding, the German squadron in a Chinese port at the outbreak of the war; *Emden* detached to raid in the Indian Ocean, other portion to raid in the Pacific. (a) German victory off the coast of Chile; two British warships sunk, other British ships fled. (b) British victory off the Falkland Islands, two German warships sunk. (c) The *Emden*, its successes and final destruction.

THE WAR IN 1915

The Western Front

(1) The situation practically unchanged from 1914; neither side able to make much impression on the other; two apparently impregnable lines of opposing trenches from the North Sea to Switzerland.

(2) The introduction by the Germans of poison gas, violation of the Hague convention; the adoption by the Allies of the use of masks as a preventive of gas poisoning and finally of the use of gas as a weapon.

(3) The invention by the Germans of the flame-thrower, of little value and dangerous to user.

The Eastern Front

(1) The Gallipoli Campaign: Purpose, to force the Dardanelles and take Constantinople; great courage and heavy losses of the Allied troops; disastrous results: (a) Allied troops withdrawn, (b) Allies lose prestige with hesitating nations of southeastern Europe, Greece and Bulgaria.

(2) On the Russian border, serious reverses to the Allied cause; Russians withdrawn from Austria, defeated in invasion of East Prussia, lost all of Russian Poland.

Entry of Bulgaria Into the War

(1) Turkey made secret treaty with Germany, August 4, and entered as an open ally of the Central Empires, in October, 1914; separated from her allies by the Balkan States.

(2) Bulgaria's reasons for entering. (a) Recall old enmity between Serbia and Bulgaria dating back to the Second Balkan War (1913); also German and Austrian support of Bulgaria in 1913. (b) Recall loss of prestige by the Allies as a result of the failure of the Gallipoli campaign.

(3) Bulgaria declares war on Serbia, October, 1915.

(4) Subjugation of Serbia and Montenegro. (a) Simultaneous invasions from north and south by Austria and Bulgaria; (b) barbarous treatment of conquered peoples and unnecessary devastations.

FOOD REGULATIONS BENEFIT HEALTH

The food regulations, and to a far greater extent the increased prices of food, particularly those of meats, meal, and flour, have modified greatly the dietaries of American workingmen's families. From all the evidence in hand it seems probable that these changes in diet have resulted beneficially rather than harmfully to the health of our working population. Real wages have probably not fallen. Budget schedules indicate a falling off in the use of meat and an increase in the consumption of vegetables.—*Royal Meeker, Commissioner of Labor Statistics, Department of Labor.*

The Waverings of Greece

(1) Reasons: (a) Loss of prestige by reason of failure at Gallipoli, (b) pro-German King (Queen of Greece, a sister of the Kaiser.)

(2) Allies compel Greece to fulfill treaty obligations to Serbia, (a) landing of Allied army at Saloniki, (b) removal of Constantine as King of Greece.

Review the situation in the East at the close of 1915.

Italy Enters the War

(1) Why Italy did not enter the war in 1914 on the side of the Central Powers. Recall the terms of the Triple Alliance, a defensive alliance; Italy's refusal to help Austria in war against Serbia in 1913, and again in 1914.

(2) Reasons urging Italy to enter on the side of the Allies. (a) Old enmity of Italy for Austria dating from before the unification of Italy in 1870, due to Italy's desire to annex that portion of Austria inhabited by Italian speaking people (Italia Irredenta). (b) Italy's connection by marriage with the royal house of Montenegro. (c) Italy's war with Turkey 1912 and her interest in the control of the eastern shore of the Adriatic. (d) Territorial reward promised Italy by the Allies; the Treaty of London, 1915—a secret pact between Great Britain, France, and Italy—promised to Italy the eastern shore of the Adriatic.

(3) Italy declares war on Austria, May 1915; a year later declares war on Germany.

(4) Italian campaigns against Austria 1915: Austrian control of the mountains and passes; Italians enter Austrian territory; no decisive battles and no important cities captured.

Conclusion:—Make a blackboard outline of the nations in the war of 1915.

TWO AMERICAN PATRIOTS

The birthdays of two great Americans which occur next month will form a most fitting occasion for lessons that will tend to enforce the idea of duty to and responsibility for our country instead of patriotism of a more formal or emotional kind.

In the lessons of the lives of Washington and Lincoln, teachers not merely should emphasize that here were great men, but should dwell upon the things that cause us to think them great. A good way of approach is to refer to our reasons for entering the present war. Call attention to the fact that a great many of our people were already urging that our country take up the fight on behalf of Belgium and France. On the other hand was a feeling of prejudice against England due to our century-old feeling over our two wars with her.

Suddenly the President's statement of the situation in his war message to Congress cleared matters. Here were the ideals for which the United States was willing to fight. We saw that, on the whole, they had been the ideals of the allied countries and that their opposites had been the customary rule of the Central Powers. In general, the American ideals are summarized in the American's Creed.

Saluting the flag, celebrating our national holidays, and commemorating the birthdays of our great men are valuable exercises only in the proportion in which they serve to renew and to fix these national ideals in the minds of our pupils. Furthermore we must try to stimulate in the minds of the pupils a desire to "carry on," in other words, to translate these national ideals into individual conduct. As in food saving, what one does is very little, but when multiplied by millions it becomes an important matter. So with a conscious working for these American ideals. If we can get all our twenty millions boys and girls consciously and earnestly working for their realization the result will be of tremendous importance both now and in the future.

Plan your celebration of Lincoln's and Washington's birthdays to bring out the thoughts just outlined. Have the American's Creed analyzed by the pupils and show why it is a true statement of our ideals. Compare it with various historical documents, such as the Declaration of Independence. Taking up in turn the governments of England, France, and Italy, show how each of these nations is essentially democratic no matter what the apparent form of its government may be.

The greatest lesson from Washington and Lincoln is that these men are great because they did something toward realizing the ideals of popular self-government.

THE AMERICAN SPIRIT SPEAKS

To the Judge of right and wrong
With whom fulfilment lies,
Our purpose and our power belong,
Our faith and sacrifice.
Let Freedom's land rejoice!
Our ancient bonds are riven;
Once more to us the eternal choice
Of good or ill is given.

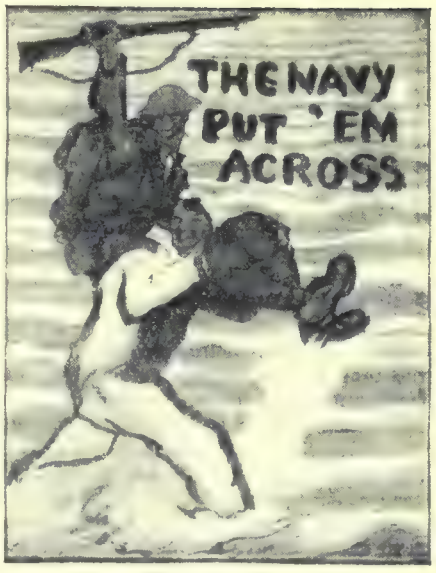
Not at a little cost,
Hardly by prayer or tears,
Shall we recover the road we lost
In the drugged and doubting years.
But after the fires and the wrath,
But after searching and pain,
His mercy opens to us a path
To live with ourselves again.

In the gates of death rejoice!
We see and hold the good;
Bear witness, earth, we have made our choice
For Freedom's brotherhood.
Then praise the Lord most high
Whose strength hath saved us whole,
Who bade us choose that the flesh should die
And not the living soul!

—*Rudyard Kipling.*

THE ANSWER TO AUSTRIA'S ULTIMATUM

On October 26 last, at Independence Hall, in Philadelphia, the real answer to Austria's ultimatum to Serbia was given by representatives of all the nationalities formerly under the rule or domination of Austria. These representatives signed a declaration. As a recent writer points out, the difference between the new declaration and our declaration is that, while the patriots of 1776 still had to look forward to seven long years of war, the representatives of the Mid-European peoples made their declaration when their war of liberation was won.



From a Drawing by Reuterdahl

Teachers should make use of this particular bit of current history by comparing the text and circumstances of the new declaration with our own. Compare also the proud position that Austria occupied in 1914, when she tried to impose her will on Serbia, with her position today, struggling for the very existence against the peoples whose rights she ignored four years ago.

A MODERN HEALTH CRUSADE

Although the fighting is over, America and each of the Allies will still have a great deal to do to complete their victory, according to the Junior Red Cross, which is launching a nation-wide health campaign to be carried on through the months of February, March, April, and May. An important obligation and opportunity, the Red Cross declares, is to keep up the fight against disease, applying the lessons and efficient methods developed since the war began.

New Health Manual

The Junior Red Cross, in coöperation with the Council of National Defense, the National Tuberculosis Association, and the Public Health Service, has launched this modern health crusade which is recommended by these bodies to the elementary schools as a part of a system of health education. In the month of December, more than a million children in all parts of America were already qualified as health cursaders. How to organize and carry on a national, state, or local health crusade through the schools is told in the Junior Red Cross Teacher's Manual, Supplement Number 3, which is distributed free to teachers through the Red Cross school auxiliaries. Every teacher may secure this manual from the local Red Cross chapter as a very definite help and guide in the improvement of the personal health of her pupils.

THE GREAT WAR

QUESTIONS AND ANSWERS

Readers seeking information on the war are requested to make their questions definite and concise. Naturally questions of general interest will receive first consideration.

Was not Germany's submarine blockade of England just as lawful as England's blockade of Germany?

The right of a belligerent to blockade the coasts of its enemy and to shut off from it neutral commerce of all sorts is a long recognized and universally accepted principle of international law. In 1856 it was agreed, however, that to be binding upon neutral powers the blockade must be "effective," that is, the blockading power must actually have sufficient ships off the enemy coast to intercept in-going and out-coming vessels. The North relied largely upon the blockade of the Southern coasts in bringing the Civil War to a successful conclusion. The developments of modern warfare, especially the use of the submarine, have made the maintenance of a blockading fleet in sight of the coast impracticable; so England resorted to a "long distance" blockade, intercepting vessels at points convenient for visit and search, in order to shut out commerce bound to Germany. This was an extension of the right of blockade, against which we protested; but as President Wilson said (April 2, 1917): "Property can be paid for; the lives of peaceful and innocent people cannot be. The present German submarine warfare against commerce is a warfare against mankind." The difference between the British extension of belligerent rights and the German is that the former led at most merely to the confiscation of the offending vessel and its goods, while the German practice sent vessel, crew, and passengers all unwarned to a watery grave.

Was not commercial rivalry between Great Britain and Germany the cause of the war?

No, the war had a quite different origin. It arose from the conceit of German professors and journalists, who taught that the Germans were the "Chosen People" with a divine mission to impose their government and their ways of living and thinking upon the rest of the world; from the brutal thirst for war of the Prussian military caste; from the fear of Kaiser and princelings that their power would decline unless they won some mighty success at arms; and from the lust for land, mines, and exclusive trade privileges which characterized German "big business!" There were greed and envy of the whole world in Germany. There was nothing akin to this in Great Britain. There was, however, a growing uneasiness at German utterances and deeds, which threatened exactly what happened when in August, 1914, Germany suddenly fell upon her neighbors east and west. Honest men in Germany itself now admit that the war was one of aggression on the part of their ruling classes, the mistakes of whose leaders brought disaster.

THE COMING LIBERTY LOAN

The new Secretary of the Treasury, Carter Glass of Virginia, in a recent statement, tells of the necessity for another Liberty Loan.

In reviewing the financial accomplishments of the nations, he shows that in the last eighteen months the American people have bought $18,000,000 of Liberty bonds and War Savings stamps, proving at once their patriotism and the invincible financial resources of the country.

Peace Must be Financed

Notwithstanding the fact that the war is over and the government expenditures are considerably reduced, there remains a great deal of financing to do. The expenditures for the month of November were nearly $2,000,000,000 and the expenditures for December up to the 16th were over $1,000,000,000. While these expenditures will decrease, the country must still look forward to another year of tremendous outlay of money. Peace must be financed as well as war.

The proceeds of the Fourth Liberty Loan so far received, have been spent and the installments still coming due on subscriptions to the Loan will be needed to meet the maturing Treasury certificates of indebtedness issued in anticipation of the Loan.

Secretary Glass announced that he is in accord with the policy outlined by his predecessor—that the next Loan should take the form of short term bonds. These short term bonds and War Savings stamps will afford the American people the opportunity to serve their country and put their savings in the safest and soundest of investments.

Important to Hold Bonds

There is one thing that is almost as important as buying Liberty Bonds and War Savings stamps and that is holding them when bought. To buy a bond and then throw it on the market is not holding your trench; it is throwing down your gun and going back to the rear, leaving to others your duty of giving financial support to the nation.

The splendid record of the American people during the war must not be marred by a relaxation as soon as our soldiers have finished their work. The Germans are the greatest quitters on the earth, but the American people will finish their job. The Fifth Loan must be as great a success as the others.

ENROLLMENT WEEK FOR BOYS' WORKING RESERVE

Enrollment Week for the United States Boys' Working Reserve is the week of January 20-26, according to William B. Wilson, Secretary of Labor, who has requested the Governors of the various states to set aside that week in order to enlist the boys of America of sixteen years of age and over in the Boys' Working Reserve branch of the United States Employment Service.

In his statement designating the week of January 20-26 as Enrollment Week, Secretary Wilson says:

"The importance of setting aside a special week in order to bring to the attention of the young men of the nation the all but overwhelming needs of impoverished Europe, is so obvious as to require no accentuation from me. A very large part of the task of rebuilding a devastated world belongs to the young men of this nation. It is not enough that the whole nation shall have been mobilized to win the great war; it is vital that the whole nation shall be mobilized to help broken Europe to its feet and to set it once more into the paths of felicitous progress.

"I trust that the young men of the country of 16 years of age and over, not now permanently employed, and especially the boys in our high schools, will respond to this new appeal as they so finely responded to that other appeal made to them one year ago; that they will enter heartily into the work of bringing relief to populations appallingly destitute; and that they will join the United States Boys' Reserve to finish what has been so well begun. The war has been won. The far more difficult task remains to secure for the highest interest of mankind, the fruits of victory."

LEANING UP AGAINST A BARRAGE

President Wilson told this story in a recent speech at Manchester, England:

"Our soldiers were considered by the older men to be a bit rash when they were in the field. On one occasion an Australian said to one of our men:

" 'Man, a barrage is not a thing to *lean up against.*'

"They were a little bit inclined to lean up against the barrage, and yet I must confide to you that I was a bit proud of them for it. They came over to get at the enemy and didn't know why they should delay."

RUSSIA A WORLD PROBLEM

Russia in 1917 had a population of 178,378,000, or approximately 16 to the square mile.

771 of every 1,000 were peasants.

107 of every 1,000 were city people.

15 of every 1,000 were noblemen and members of the gentry.

5 of every 1,000 were clergy.

75 per cent were farmers.

10 per cent were in industrial pursuits.

4½ per cent were domestics.

3½ per cent were in commercial pursuits.

Of every 1,000 soldiers, 611 were illiterate.

4 per cent of the population of Russia attended public schools, as compared with 20 per cent in the United States.

About 65 per cent of the entire population of Russia was illiterate as compared with 7 per cent in the United States.

More than 100 languages are spoken in Russia.

NATIONAL

School Service

DIVISION OF EDUCATIONAL EXTENSION, DEPARTMENT OF THE INTERIOR

VOLUME I — WASHINGTON, D.C., FEBRUARY 1, 1919 — NUMBER 11

THE LEADING STATESMEN OF THE WAR

Civilian Leaders Who Helped the Allied Armies and Navies Win the Great Victory

The success of the Allies and of the United States in the war was due, in great measure, to the eminent statesmen who, in each of the four great nations, represented the popular will. Curiously enough, only in the United States was the nominal leader, President Wilson, the real representative of the people. The kings of England and Italy and the President of France have much less to say about the government of their respective countries. In each of these other nations the real power lies with the prime minister, or premier, as he is sometimes called. When the war closed, however, the men who, besides President Wilson, found themselves the spokesmen of the democratic nations were David Lloyd-George of England, Georges Clémenceau of France, and Vittorio Orlando of Italy.

Lloyd-George

David Lloyd-George was born in Manchester, in 1863. His father, a Welsh schoolmaster, died when he was three years old, and little David was taken into the home of a shoemaker. When he became a little older he worked for a time in the coal mines of Wales. When David was sixteen he made up his mind to be a lawyer and became an office boy with an attorney. Both his guardian and employer were strong champions of popular rights and the boy absorbed from them much of the spirit of democracy that has marked his later activities.

At the age of twenty-one he completed his training and became a spokesman for the improvement of conditions among the working people of Wales. When he was only twenty-seven, Lloyd-George entered parliament. Here he stood for popular rights even when such a stand subjected him to bitter denunciation. This was notably true at the time of the Boer war, which he strongly opposed. In spite of the opposition of the conservative element, he became, in 1908, chancellor of the exchequer, corresponding to our Secretary of the Treasury. As chancellor, his chief measure aimed to compel the rich and noble land holders to sell their land, thus making living conditions better for the poorer people.

Prior to the war, Lloyd-George had urged that England seek to establish more friendly relations with Germany. When war came, however, he urged its rigorous and unhesitating prosecution. In May, 1915, when the work of the British army was being hampered from lack of war material, due largely to labor troubles at home, Lloyd-George was made minister of munitions. He settled the labor troubles and organized Great Britain's industries for war. In

(Continued on page 2)

Commanding Figure at the Peace Conference

MODERN HEALTH CRUSADE

Better Health Conditions is the Direct Object of Activities of Many Coöperating Bodies

A health "drive" resembling in intensity that of a Liberty Loan is planned by the Red Cross, the Council of National Defense, the Public Health Service, and the National Tuberculosis Association. The object of the drive is to make the nation physically "fit."

Good Health Habits

The campaign will open with Health Sunday, February 9, a day specially designated by Surgeon General Blue when the ministers of the country are to stress the necessity to fight disease and to set up proper standards of personal health and community sanitation. While February has been set aside as the health month, the "drive" as planned will continue through the months of March, April, and May.

Lessons of the Draft

The selective draft took men at the age of greatest strength. Yet disease and other physical defects caused the rejection of over thirty per cent. In many cases, failure to acquire good health habits in childhood caused the rejections. Colonel V. C. Vaughan and Captain G. T. Palmer, in a published statement, declared that, of more than one million untrained, undisciplined men called by the draft within less than a year, most of them "were quite ignorant of personal hygiene and without previous experience in caring for themselves under conditions of army life." To stimulate the formation of good health habits and wholesome interest in community sanitation, the Junior Red Cross has offered to the school children of America an appealing challenge in a program for a modern health crusade.

Prevention Greater Than Cure

The old-fashioned idea of getting sick and then getting well has been superseded by the new idea of staying well. Prevention

(Continued on page 4)

THE LEADING STATESMEN OF THE WAR

(Continued from page 1)

December, 1916, Prime Minister Asquith resigned and Lloyd-George was chosen in his place, chiefly because it was believed that he would more rigorously prosecute the war. At the recent election for a new parliament, nearly all parties endorsed his administration by electing 526 members out of a total of 707, who favored his continuance as prime minister.

In all his parliamentary career he has opposed the foes of democracy and all those who, through corporate privilege or accident of birth, were in a position to take advantage of the people. A recent writer has called him "The British Roosevelt."

Georges Clémenceau, Tiger of France

Georges Clémenceau was born in 1841, in that part of France known as La Vendee. His father was strongly republican in his ideas, and his son followed in his footsteps in opposing autocracy and imperialism. Young Clémenceau went to Paris to study medicine. In due time he was graduated, but his political opinions got him into difficulties with the French imperial authorities and he found it wise to leave France. He came to the United States when he was twenty-five years old. For a time he was a school teacher in Connecticut. He later became a newspaper writer. In 1869 he returned to France. After the Franco-Prussian war he entered politics again and his power as a public speaker soon made him influential in public affairs. Unfortunately his bluntness and directness admits of no compromise, and while he has been, during his political life, instrumental in breaking up numerous French cabinets, he has held positions in comparatively few. In France he is nick-named "The Tiger" on account of his ferocious attacks on hypocritical and intriguing governments. During the early part of the war he was editor of a paper called *L' Homme Libre* (The Freeman). The censorship interfered with it and Clémenceau, as a protest, changed its name to *L' Homme Enchaine* (The Man in Chains). Late in 1917, when it seemed as if the Germans could not be driven back and that the war might end in a draw, a number of influential Frenchmen, including some members of the cabinet, entered into negotiations with German agents with the idea of making a compromise peace. This party was called the "defeatist" party, because it was ready to admit that France could not win. Clémenceau learned of the plot and attacked the existing government. He was passionately patriotic and an intense lover of liberty, and urged a vigorous prosecution of the war and a rigorous suppression of treason.

On the platform he was able to rally sufficient support to enable him to be chosen Premier, November 17, 1917, as the successor to Premier Painlevé. Several of the old governors, including the Minister of the Interior, Malvy, were imprisoned and at least one of the conspirators was shot as a traitor. Under Premier Clémenceau, the French Government, firmly united against autocracy, has prosecuted the war to a successful issue. "He was summoned to the helm as War Premier, when his relentless, unpitying, unhesitating tigerish qualities were imperatively needed to stamp the life from the snake of treasonable defeatism."

Premier Clémenceau

Vittorio Orlando, Leader of Italy

Vittorio Emanuele Orlando became premier of Italy at the time of the Austrian advance in the fall of 1917, and continued in office till the end of the war. He was born in Palermo, Sicily, in 1860, where he later began his career as a lawyer. When he became a member of the Italian parliament, his ability attracted the attention of the Italian statesman, Giolitti, and he became one of the followers of the latter. When Italy entered the war, Orlando and Giolitti parted company, since Giolitti stood for the continuance of Italian neutrality.

From 1903 to 1906, Orlando was minister of education in the Italian Cabinet. In 1907 he was invited by Premier Giolitti to accept the portfolio of minister of justice. During the last three years he has been a member of the Italian war cabinet, under Premier Salandro as minister of justice, and as minister of the interior under Boselli. During the war, Signor Orlando was repeatedly subjected to a heavy fire of criticism. First, the war party charged that he was too lenient with the pacifists. Next, the socialists and pacifists charged that he was sacrificing Italy's true interests to an imperialistic war. In both cases Orlando was able to command enough confidence in his integrity and patriotism to warrant his retention in the cabinet. His administration of the ministry of the interior was so able and energetic that, when a new cabinet crisis came, caused by the Austrian advance of 1917, coupled with a serious question as to Italy's food supply, Signor Orlando was called to the premiership.

Wilson, Spokesman of Democracy

Thomas Woodrow Wilson, President of the United States, was born in Staunton, Virginia, in 1856, of Scotch-Irish ancestry. His mother's father, Thomas Woodrow, after whom he was named, was the pastor of a church in Carlisle, England. Most of his boyhood was spent in Augusta, Georgia; Columbia, South Carolina; and Wilmington, North Carolina. He was prepared for college in the schools of those cities and by tutors, chief of whom was his father, a scholar of high order. After a year at Davidson College, North Carolina, he was sent to Princeton University where he received both the A.B. and A.M. degrees. Later he was graduated in law from the University of Virginia and in 1886 received the degree of Doctor of Philosophy from Johns Hopkins University. From that time until 1910 President Wilson taught history and political science first at Bryn Mawr, then at Wesleyan, and finally at Princeton. Meanwhile, he had been president of Princeton University since 1902. In 1910, he resigned the presidency of Princeton to become governor of New Jersey. Three years later he resigned the governorship to become President of the United States. He was reelected President in 1916. President Wilson has written many books on history and has made especial study of the various governments of the great nations. In his writings as well as in his speeches he is famous for his ability to analyze and to put into telling phrases the essentials of a topic. In the correspondence with the different nations during the war, all countries looked upon President Wilson as being best able to express the

Premier Lloyd-George

Premier Orlando

Photo by International Film Service

President Wilson Presiding at a Meeting of the United States Peace Delegation, Hotel Crillon, Paris. The Other Delegates, Left to Right, Are: Col. E. M. House, Secretary of State Robert Lansing, Henry White, and General Tasker H. Bliss

ideals and aims of the United States and the Allies.

Frank Appeals to the People

President Wilson has been noted for his frank appeals to the people of the country on questions of national and international importance. Shortly after he was elected he appealed to public opinion on the question of a lobby that seemed desirous of certain questionable legislation. He was responsible for the organization of the Interstate Trade Commission whose chief function was to suppress unfair competition. President Wilson has acted in accordance with his ideals as expressed in the "fourteen point speech," in the Philippines, and in Mexico. The Filipinos have been given an increasingly large measure of home rule, with a view to ultimate independence. In Mexico our intervention was limited to that sufficient to protect our own borders from invasion, letting Mexico solve her own troubles, but with such help and advice as we might be able to give. By calling the three great nations of South America into conference with us, President Wilson at once disarmed much of the suspicion that the Latin-American Republics had felt for years concerning the attitude of the United States toward Latin-American politics.

Knowledge of Popular Will

His grasp of the essentials of a controversy, and his almost uncanny knowledge of the popular will, has enabled him, during the great war, to put into clear and accurate statements what most of his fellow countrymen were thinking, at the same time leading them to make wider application of our American ideals. For years the people, high and low, of all European countries have, as we have not, found it necessary to judge the abilities of the rulers and statesmen of their neighbors. It should fill us with a just pride that these people have unanimously agreed that President Wilson is the greatest statesman now living.

PEACE CONGRESS OPENS

Permanent Peace Through a League of Nations is the Leading Interest of the Conference

The Peace Conference was formally opened in the Hall of Peace (Salle de la Paix), Paris, on the afternoon of January 18. President Poincaré extended the greetings of the French Republic to the members of the Conference. Premier Clémenceau, who was unanimously chosen permanent president of the Conference, announced that the League of Nations will be placed at the head of the order of the day of the next full session. He then outlined in brief the program of the conference, which, he announced, would include the following main subjects of general order: First, the responsibility of the authors of the war; second, the responsibility for the crimes committed during the war; third, legislation in regard to international labor. The powers having particular interests, the Premier announced further, will be asked to present detailed memoranda on territorial, financial, and economic questions.

The League of Nations

Threatening almost to overshadow in significance the matter of present peace conditions, the question of a permanent peace secured through a League of Nations was the dominant note of the opening session. President Poincaré and Premier Clémenceau, in their addresses at the opening of the conference, referred to President Wilson's proposed League of Nations as follows:

President Poincaré

"While introducing into the world as much harmony as possible you will, in conformity with the fourteenth of the propositions unanimously adopted by the great allied powers, establish a general league of nations which will be the supreme guarantee against any fresh assault upon the rights of peoples. You do not intend this international association to be directed against anybody in the future. It will not, of a set purpose, shut out anybody, but having been organized by the nations that have sacrificed themselves in the defense of right, it will receive from them its statutes and fundamental rules."

Premier Clémenceau

"All else must be subordinated to the necessity of a closer and closer union among the nations who have taken part in this great war and to the necessity of remaining friends. For the league of nations is here. It is yourself. It is for you to make it live, and to make it live we must have it really in our hearts.

"As I told President Wilson a few days ago, there is no sacrifice that I am not willing to make in order to accomplish this, and I do not doubt that you all have the same sentiment. We will make these sacrifices, but on the condition that we endeavor impartially to conciliate interests apparently contradictory, on the higher plane of a greater, happier, and better humanity."

NAME SCHOOLHOUSES FOR WAR HEROES

The suggestion has been made by the Secretary of the National Committee of Patriotic Societies that various communities in the United States should commemorate the war and honor our Allies by naming some street or public building after some hero or great event in the conflict. The suggestion has met with enthusiastic response from many parts of the country. It would seem appropriate and of great educational value that school buildings also be named in this way. This would give the pupils a constant reminder of the cause for which we fought and would hold constantly before them patriotic ideals. There are a great many school buildings in the country which bear merely the number of the precinct or ward or district in which they are placed, and these designations could well be changed for some of the great names which the war has brought before us.

SOME SLANG USED IN WAR

Picturesque Terms Used by Soldiers and Sailors in Describing Their War Experiences

The war has brought into use a large number of new words, some of them technical terms and others convenient slang expressions. "Doughboy," "Tommy," "poilu," and "boche" are now established terms for the United States, British, French, and German soldiers, respectively. "Gob" is the name current in the American navy for a "jackie, "or enlisted man. "Blighty" is the British soldier's name for Great Britain. To "go west" is his figurative expression for dying. Many terms were used to describe shells of different characters. "Woolly bear" is the name given to a large, high-explosive shell with time fuse, which bursts overhead, giving out a dense black smoke which expands and rolls about in such a manner as to suggest the animal for which it was named. "Silent Lizzies," "Sighing Susans," and "Whispering Willies" were large-caliber, long-range naval-gun shells which passed over the front line so high that only a sort of whispering sound was heard. The "middle heavies" (4.1 to 9.2 inch calibers) with percussion fuses, which burst on impact and gave out a dense black smoke, were called "Jack Johnsons" and "coal boxes." They were also grouped under the general designation of "crumps," because of the peculiar sound of their explosion. Some of the very large shells were called "grandmothers" or "railroad trains." The French called them "marmites," meaning a large cooking-pot or kettle. The "whizz-bang" was exactly what the name would suggest—a small shell of very high velocity, which arrived and burst with such suddenness as to give no time for taking cover Gas shells have a peculiar sound, all their own, difficult to describe but never forgotten when once heard—a sort of rumbling or gurgling sound. When gas shells land, they do not make much noise, having a very small bursting charge, merely sufficient to break the case which contains the gas in liquid form. They were often mistaken by new troops for "duds," or "blinds," as shells which fail to explode are called.

MODERN HEALTH CRUSADE

(Continued from page 1)

is now the slogan in modern health work.

Learning and serving through action is one of the watch-words of the Junior Red Cross. Consequently for the health program, the picturesque plan of the Modern Health Crusades, originated by the National Tuberculosis Association, has been adopted. Instead of merely learning that one should sleep with open windows and wash one's hands before each meal, the habitual performance of these and the nine other "health chores" becomes laboratory work in health. By faithful attendance to these chores, the ambitious youth becomes, first a Page, then a Squire, then a Knight, and at the end of 15 weeks of the Crusade, a Knight Banneret of the Modern Health Crusaders.

The Health Tournament

On February 9, millions of children will enter the lists of the Health Tournament, also a part of the plan of the Modern Health Crusaders, to win a national award for their class or school. They will clean their teeth and wash with scrupulous care on that fateful morning, for in this tournament, the toothbrush is the sword, and soap is the shield. The standing of the class is measured by the average number of credits of its members; these credits are won by performing the prescribed health chores daily. The tournament will have nine divisions, which classes will enter according to size and grade. The details of the contest are given clearly in "Common Sense and Health," a booklet which may be had free from the officers of any school auxiliary of the Junior Red Cross.

Imagine the average small boy boasting that he has washed his neck every morning for a whole week, or making up credits by taking extra baths, or feeling in honor bound to drink a certain amount of water and to sleep with the windows open! Imagine such badges of domestic servitude as shiny shoes or cleaned nails flaunted in the public eye! It is all for the honor of the class, but nonetheless for his own lasting good. Very proud will be the class that bears off the national prize pennant, but every Knight who honestly competes may win a golden prize, the fixed habits that make for life-long health.

Community Sanitation

The war has opened the eyes of America to our great need for a national foundation of physical fitness. The Junior Red Cross gave to American children the opportunity to serve during the long stress of war. Now it offers them the hard but no less glorious task of building the only sure basis of future good citizenship, good health.

A part of the program in which the teacher will find almost unlimited possibilities is that devoted to community health and sanitation. From anti-fly, anti-rat, and anti-mice drives, to the inspection of local concerns which handle food and municipal establishments, there is much to stimulate the intelligent interest of the children.

COAL AND THE PATRIOT'S PASSWORD

Fuel Administration Issues Call to Service Through Intelligent Use and Conservation

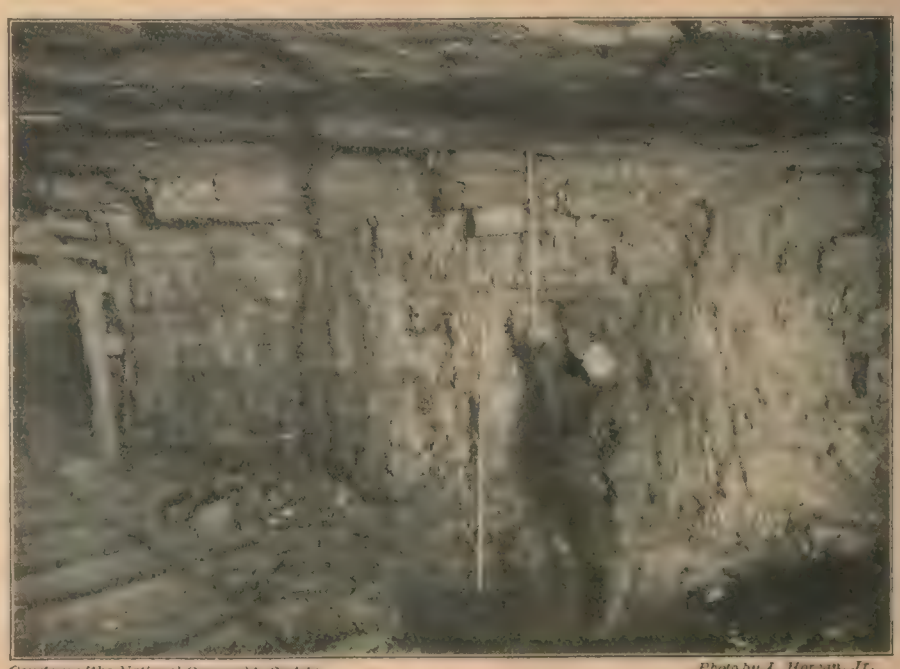
The morning is dark and cold, but you must rub your eyes, creep out of the warm covers, and go down into the cellar to shovel coal onto the furnace. The task completed, you survey your hands and clothing with disgust; you are grimy and gray with ashes. What could be less romantic than coal?

Yet these unlovely, soiling lumps are the fallen forests of the primeval earth. You have cast into the furnace a product millions of years old, a product which no future will regenerate. The heat which has begun to creep up into your rooms is the expression of an energy which a sun shining millions of years ago stored in the wood fibre of its forests and which was retained there after the forests fell. These forests were buried and under the heavy pressure of water and debris, became carbonized and transformed into coal. It is sun energy, millions of years old, which is warming you as the coal burns in your cellar.

Increased Use of Coal

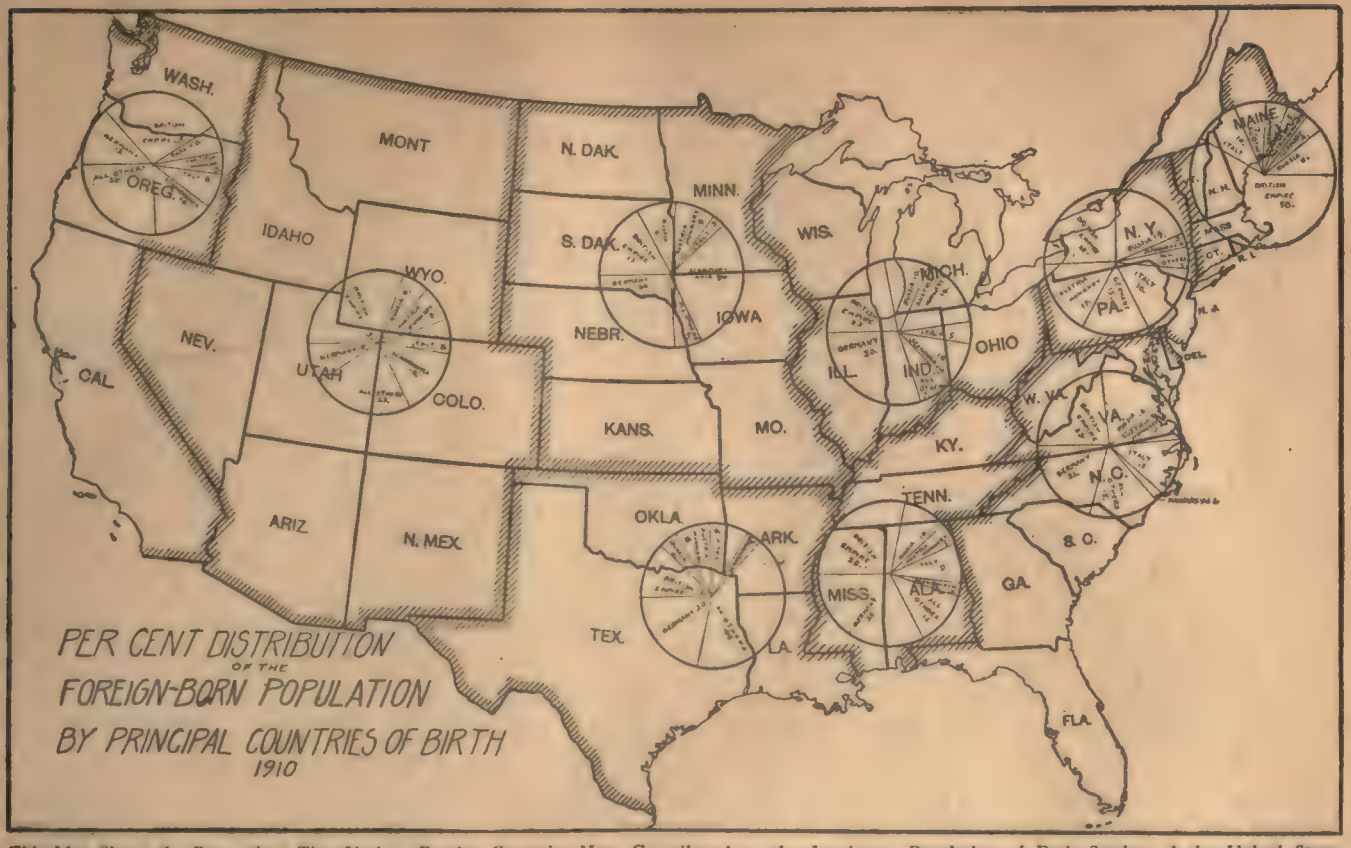
The origin of coal, therefore, is of almost inconceivable antiquity. Its relation to human life, on the other hand, is very recent. Before 1845, our fuel was wood. As mechanical inventions increased and steam grew to be the power of our industrial life, coal became monarch. In the first ten years of the twentieth century, more coal was mined than in all the years of the world's existence before that time. Since 1845, the increase in the rate of consumption has been rapid.

In 1907, our coal consumption having increased since 1846 from 5,000,000 tons in a year to 480,000,000 tons, the nation began to wonder how large were the stores locked in the earth. Were they exhaustible? If so, how soon would they pass? In 1907, during President Roosevelt's administra-



Courtesy of the National Geographic Society. *Photo by J. Horgan, Jr.*

A Vein of Coal Over Ten Feet in Thickness. A Number of the Densest Forests Now Standing Would Be Required to Produce a Vein of This Size



This Map Shows the Proportions That Various Foreign Countries Have Contributed to the Immigrant Population of Each Section of the United States

tion, our natural resources were inventoried. The resulting data awakened the nation to a realization that if the existing rate of consumption and of wasteful mining continued, coal, the power of industrial existence, would be exhausted about the year 2050.

More economical methods at the mines consequently have been introduced and mining waste reduced to about ten per cent of the amounts mined. The waste often amounted formerly to one hundred fifty per cent in mining anthracite and fifty per cent in mining bituminous coal.

World Dependence on Coal

Then the World War came and finally America entered it. Everything which had to be done, everything which had to be made, was seen to depend on coal. We awoke to a new consciousness of its power over our lives, and the necessity of using it conservatively, that is, of burning it in a way which should come as close as possible to utilizing its full value.

So started a new chapter in the History of coal. It is true that about ninety-nine per cent of the original deposits yet remain in the ground, but it is true, also, that what we take away is gone forever. Moreover, many of the deposits are inaccessible under present conditions, so that when we hear that there are approximately eight trillion tons of coal in the ground, this does not mean that we and the countries of Europe and Asia where the deposits are located can get at them freely and bring coal in unlimited amounts to the commercial centers where it is needed.

Half World's Supply in United States

More than half the coal deposits of the world are situated in the United States, and our coal is better in quality than that found elsewhere. Also through the labors of the United States Fuel Administration we have perfected a system of price-fixing, distribution, and transportation which makes us master of our resources. These facts convey large commercial advantages; they may place upon us heavy moral responsibilities, too, in the new era.

Every man, woman, and child is under a patriotic obligation to understand the history of coal, its relation to modern life, and the necessity of using it intelligently, without unnecessary waste. This is conservation, the password of the patriot.

I AM AN AMERICAN

I am an American.
My father belongs to the Sons of the Revolution;
My mother, to the Colonial Dames.
One of my ancestors pitched tea overboard in Boston Harbor;
Another stood his ground with Warren;
Another hungered with Washington at Valley Forge.
My forefathers were America in the making:
They spoke in her council halls;
They died on her battle-fields;
They commanded her ships;
They cleared her forests.
Dawns reddened and paled.
Staunch hearts of mine beat fast at each new star
In the nation's flag.
Keen eyes of mine foresaw her greater glory:
The sweep of her seas,
The plenty of her plains,
The man-hives in her billion-wired cities.
Every drop of blood in me holds a heritage of patriotism.
I am proud of my past.
I am an American.

I am an American.
My father was an atom of dust,
My mother a straw in the wind,
To His Serene Majesty.
One of my ancestors died in the mines of Siberia;
Another was crippled for life by twenty blows of the knout;
Another was killed defending his home during the massacres.
The history of my ancestors is a trail of blood
To the palace-gate of the Great White Czar.
But then the dream came—
The dream of America.
In the light of the Liberty torch
The atom of dust became a man
And the straw in the wind became a woman
For the first time.
"See," said my father, pointing to the flag that fluttered near,
"That flag of stars and stripes is yours;
It is the emblem of the promised land.
It means, my son, the hope of humanity.
Live for it—die for it!"
Under the open sky of my new country I swore to do so;
And every drop of blood in me will keep that vow.
I am proud of my future.
I am an American.

—Elias Lieberman, in "Paved Streets."

WE'LL SAVE AND WIN

We'll save our sugar;
We'll save our wheat;
We'll eat less candy;
We'll eat less meat;
We'll send our surplus
Over the sea;
We'll do our best
To make men free.

—Frances Valentine.

LAND FOR RETURNING SOLDIERS

Secretary Lane Advocates Rewards for Soldiers in Keeping with Experiences of Allied European Nations

"To the great number of returning soldiers land will offer the great and fundamental opportunity," declares Franklin K. Lane, Secretary of the Interior, in his annual report, recently issued. "The experience of wars," he says, "points out the lesson that our service men, because of army life, with its openness and activity, will largely seek out-of-doors vocations and occupations. This fact is accepted by the allied European nations. That is why their programs and policies of relocating and readjustment emphasize the opportunities on the land for the returning soldier. The question, then, is, what land can be made available for farm homes for our soldiers?

No Bountiful Public Domain

"We do not have the bountiful public domain of the sixties and seventies. In a literal sense, for the use of it on a generous scale for soldier farm homes as in the sixties, the public domain is gone. The official figures at the end of the fiscal year June 30, 1917, show this: We have unappropriated land in the continental United States to the amount of 230,657,755 acres. It is safe to say that not one half of this land will ever prove to be cultivable in any sense. So we have no land in any way comparable to that in the public domain when Appomattox came and men turned westward with Army rifle and roll blanket to begin life anew.

Lands Available for Soldiers

"While we do not have that matchless public domain of '65, we do have millions of acres of undeveloped lands that can be made available for our home-coming soldiers. We have arid lands in the West: cut-over lands in the Northwest, Lake States, and South; and also swamp lands in the Middle West and South, which can be made available through the proper development. Much of this land can be made suitable for farm homes if properly handled. But it will require that each type of land be dealt with in its own particular fashion. The arid land will require water, the cut-over land will require clearing, and the swamp land must be drained. Without any of these aids, they remain largely no man's land. The solution of these problems is no new thing. In the admirable achievement of the Reclamation Service in reclamation and drainage we have abundant proof of what can be done."

A New Land Policy

After computing the reclamations which can be made respectively from irrigable land, swamp and overflowed lands, and "cut-over" or "logged-off" land, Mr. Lane declares:

"A new policy will have to meet the new conditions. The era of free or cheap land in the United States has passed. We must meet the new conditions of developing lands in advance—security must. to a degree, displace speculation." The earlier evils arising from "winds, cold, drought, and insect pests," must be avoided by carefully thought out plans of development, based on the teachings of science.

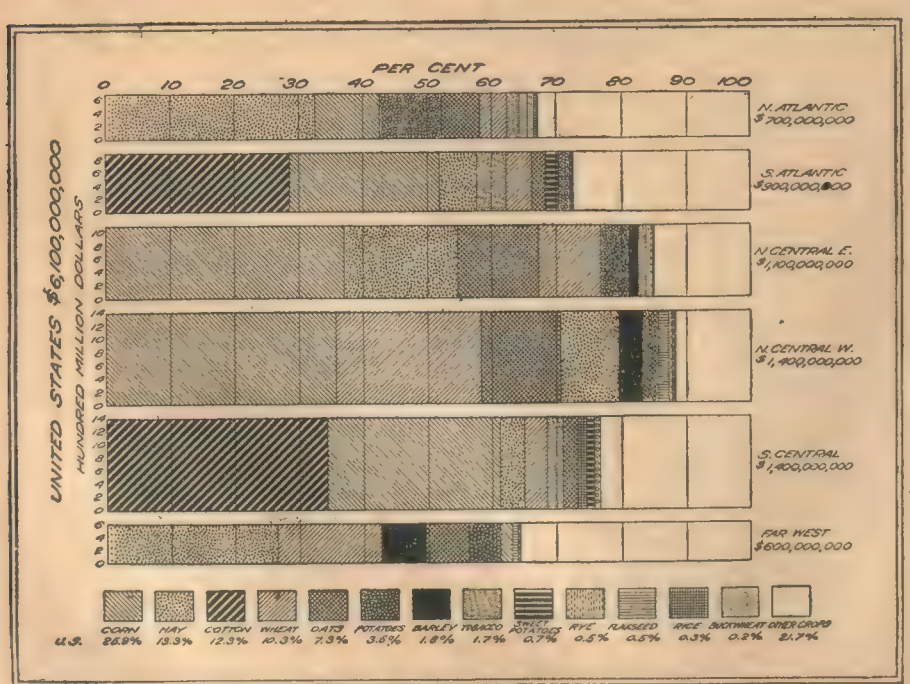
Develop Bona Fide Farmers

"A plan of land development," he continues, "whereby land is developed in large areas, subdivided into individual farms, then sold to actual bona fide farmers on a long-time payment basis, has been in force not only in the United States under the reclamation act, but also in many other countries for several years. It has proved a distinct success. In Denmark, Ireland, New Zealand, and the Australian Commonwealth it has completely changed the land situation. One of the new features of this plan is that holders are aided in improving and cultivating the farm. In a word, there is organized community development. Its beneficial results have been well described by the Canadian commission which was appointed to investigate its results in New Zealand in these words:

" 'The farmers have built better houses or remodeled their old ones, brought acreage of land under cultivation that would otherwise be lying idle; have bought and kept better live stock; have bought and urged more labor-saving machinery on the farms and in the houses. They keep more sheep and pigs and have so largely increased the revenue from their farms that they are able to meet the payments on the mortgages and to adopt a higher standard of living and a better one. Throughout the country a higher and better civilization is gradually being evolved; the young men and women who are growing up are happy and contented to remain at home on the farm and find ample time and opportunity for recreation and entertainment of a kind more wholesome and elevating than can be obtained in the cities.' "

From the Seattle Post-Intelligencer

America's Latest Service Flag



Relative Distribution of Total Crop Values in the United States, 1910-1914, by Crops and by Geographical Divisions

BEGGARS NO MORE

At the close of the Napoleonic Wars the British veterans, otherwise incapacitated and generally impecunious, were rewarded for their priceless services by permission to beg on the King's Highway.

Possibly no single fact so illuminates the vast strides in civilization since that by no means remote period as the scientific forethought that the Governments of the countries at war are exercising in behalf of the mutilated men who have given their all to break the terrible power of Germany.

When I was in France in 1916 and was taken through hospital after hospital full of mutilés of all descriptions, I became convinced that there was not a remnant of the battle-field who could not become an independent wage-earner if he would.

War is damnable and death is the least of its tolls. But at least the blind and maimed are no longer in the hideous predicament of a century ago.—*Gertrude Atherton, in "Carry On."*

INTELLIGENT PUBLIC OPINION

New Division of Educational Extension Offers Teachers Help in Fostering Public Discussion

During the first few weeks of our participation in the war we actually realized, probably for the first time since the Civil War, the imperative necessity of having an intelligently directed public opinion according to experts in the new Division of Educational Extension of the Department of the Interior. Our national life, they declare, was at stake and we met the situation to a large extent by the creation of the national and state council of defense machinery which included speakers' bureaus. The war is over, but the need for public discussion is scarcely less important. We are facing the problems of creating a world peace that will endure, of national reconstruction, of disarmament, and of a deeper and truer Americanism. It is the duty of every teacher to find out what guidance her state university offers her in her task of making citizens for the new world.

Bureaus of Public Discussion

The bureaus of public discussion of the universities will offer one solution of her problem, if she is fortunate enough to live in a state having an extension division to supply this service.

Public discussion and debating are fostered in Michigan, Indiana, Wisconsin, Iowa, Virginia, Kansas, California, Oklahoma, and Oregon, by the university extension divisions. Generally the extension divisions promote local and state debates by means of leagues of high school students. The universities suggest subjects for debate, prepare outlines and bibliographies, and generally supply a "package library" service.

Package Library Service

The "package library" is a most valuable instrument for the teacher. It exists for her special guidance, and for the use of her older students as well as for the use of women's clubs and civic clubs. It consists, in compact and convenient form, of a collection of pamphlets, bulletins, reports, magazine and newspaper articles—in short, the latest and most authoritative material on questions of great current interest. It is generally sent free of charge to the citizens of the state and to people outside upon the payment of a small fee. Sometimes as many as fifty different articles go to make up a single library. For years the extension division of the University of Wisconsin has sent package libraries out by the hundreds every month into a state containing a large foreign population and having many isolated farming and lumber camp communities. The package library has helped materially in many other states in the discussion of such subjects as woman's suffrage, government ownership, single tax, immigration, Americanization, the Monroe Doctrine, prohibition, universal military training, the League of Nations, and many other phases of war discussions. The new Division of Educational Extension of the Bureau of Education at Washington, is assisting these departments of the extension divisions of the universities, supplying them with government material and other resources which are valuable in promoting discussion.

Franklin, Apostle of Thrift

HEALING THE WOUNDED

The Nation's obligations to its wounded soldiers and its determination to keep faith with them are fully set forth in the following letter of President Wilson to Dr. Charles A. Prosser, Director of the Federal Board for Vocational Education:

"This Nation has no more solemn obligation than healing the hurts of our wounded and restoring our disabled men to civil life and opportunity. The Government recognizes this, and the fulfillment of the obligation is going forward fully and generously. The medical divisions of the War and Navy Departments are rendering all aid that skill and science make possible; the Federal Board for Vocational Education is commanded by law to develop and adapt the remaining capabilities of each man so that he may again take his place in the ranks of our great civilian army.

"The coöperation and interest of our citizens is essential to this program of duty, justice, and humanity. It is not a charity. It is merely the payment of a draft of honor which the United States of America accepted when it selected these men and took them in their health and strength to fight the battles of the Nation. They have fought the good fight; they have kept the faith; and they have won. Now we keep faith with them, and every citizen is indorser on the general obligation."

LAUNCH THRIFT CAMPAIGN

Benjamin Franklin Honored in National Campaign of Thrift Directed by Treasury Department

Benjamin Franklin's birthday, which was celebrated nationally on January 17 as Thrift Day, was a great occasion for the Boy Scouts and other children's organizations. Kites bearing appropriate slogans urging the practice of thrift were raised in various parts of the country by Scout organizations in emulation of the achievement of Franklin, who discovered, by the aid of a kite and key, the identity of electricity and lightning.

Copyright, International Film Service
Boy Scouts Celebrating Benjamin Franklin's Birthday

"Learn Thrift From the Clouds"

The Boy Scouts of New York City held a kite-flying meet. Two man-sized kites, one bearing the slogan, "Benjamin Franklin said, 'Save and Have',' and the other carrying the words, "Learn Thrift From the Clouds; They Accumulate For a Rainy Day. Buy War Savings Stamps," were raised by the scouts.

The lads did not attempt to prove for themselves the electrical truth discovered by Franklin. But they did gather in groups while their instructors told them of the philosopher-inventor's rules for the practice of thrift—wise buying, sane spending, and secure investment. And when the kites had been raised and their messages had been read against the clouds by thousands of New Yorkers, the Scouts went home, some to map out plans for earning war savings stamps and thrift stamps, and others to practice the gospel of thrift in a dozen and one other ways.

Common Sense Rules for Success

The observance of Franklin's birthday was widespread. In every community, civic and rural, the story of Benjamin Franklin was told and re-told. But Franklin's birthday anniversary did not signify merely the recounting of incidents in the great man's life. It marked the launching of the 1919 campaign for the sale of war savings stamps and thrift stamps. The Government, realizing the debt owed Franklin by this country for his sound counsel, and common sense rules for success, paid signal tribute to his memory by placing his likeness on the 1919 war savings stamps.

"Not failure, but low aim is crime." When the two are joined as in the German fiasco, another word is needed.

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State Editorial Boards, each consisting of five members appointed by the State Superintendents, represent the classroom teachers of the several States.

Germany succeeded through her schools in developing a pervasive national "consciousness." What Germany failed to develop was an equally pervasive national "conscience." The state became a mind without a soul. Knowledge and skill are powerful forces—but so is dynamite a powerful force. Cleverness and efficiency without the guidance of right ideals make the most dangerous criminals.

An essential standard of democracy is gradually taking form and substance: the conviction that the duty of the individual to society is directly proportionate to his resources and abilities; that good fortune, whether in the possession of wealth or in the possession of "brains," increases rather than lessens one's obligation to promote the common good; and that this is the only "special privilege" that democracy can recognize.

The ratification of the prohibition amendment tempts one to speculate on the influence that the "temperance physiology" of the schools may have had in bringing about this signal victory. Explicit instruction concerning the evil effects of narcotics and stimulants has been general for thirty years. Its efficiency has often been questioned; the methods employed, especially in the earlier days of the movement, have been criticized and even ridiculed. It is probable, however, that the instruction exerted on the whole a positive influence. Movements of this sort, working through the schools alone, must necessarily be slow in making their results apparent. But school instruction may well prepare the ground; and when social and economic conditions arise that point compelling toward a needed reform, the fact that its advantages have already been impressed in the schools will hasten its consummation. Powerful forces have coöperated to make the Nation "dry": the race-problem in the South; industrial development in the North; the wide use of machinery everywhere and the consequent need of the clear brain and the steady hand; the development of the motion-picture as a means of diversion; the revolt against corrupt politics; the advances in social hygiene; and finally the Great War with its clear demonstration of the relation between physical fitness and national strength. But the schools contributed their share to the victory—not only directly through "teaching" temperance, but also indirectly by making it possible for certain of these other forces to do their full work.

There is also every reason to believe that educational progress will be greatly stimulated by national prohibition. The annual "liquor" bill of the country has always exceeded by a disgraceful margin the expenditures for public schools. Further than this, prohibition should bring about increased production and thus greatly augment the Nation's wealth. With larger resources upon which to draw, the schools will be in a better position to meet the demands that the new order will make upon them—demands that are quite likely to be intensified by prohibition itself. Not only will pupils remain in school longer, not only will larger and larger numbers enroll in the high schools and colleges, but the adult population will look to the school to provide occupation and entertainment for the leisure hours. The vista that opens is alluring. If its promises can be realized in only a slight measure, we may well be on the threshold of an era that will be as remarkable for its intellectual and spiritual progress as was the past century for its material advances.

During the two decades preceding the war, the enrollment in American high schools increased more than ten times as fast as the population. The growth was doubtless checked last year, but it is almost certain to be greatly accelerated under the very favorable conditions that now seem imminent. "Universal secondary education," indeed, has already become a slogan in one state. Whether the time ever comes when every boy and girl in the land will have twelve years of schooling, it is not improbable that the high schools by 1930 will enroll at least four million pupils. It is none too early to consider what kind of education these pupils should receive. They will require the services of at least 200,000 teachers. It is none too early to ask how these teachers are to be prepared.

THE THREE CROSSES

The iron cross is black as death and hard as human hate;
The wooden cross is white and still and whispers us "Too late";
But the Red Cross sings of life and love and hearts regenerate.

The iron cross is a boastful cross and marks a war-mad slave;
The wooden cross is a dumb, dead cross and guards a shallow grave,
But the Red Cross reaches out its arms to solace and to save.

The iron cross is a kaiser's cross and narrow is its clan,
The wooden cross is a soldier's cross and mourns its partisan,
But the Red Cross is the Cross of One who served his fellowmen.

—*Edmond Vance Cooke.*

AMERICANIZATION AND THE SCHOOLS

Moreover, as an incident to your avowed work, you render some wellnigh unbelievable services to the country. For instance, you render to this republic the prime, the vital service of amalgamating into one homogeneous body the children of those who are born here and of those who come here from so many different lands abroad. You furnish a common training and common ideals for the children of all the mixed peoples who are here being fused into one nationality. It is in no small degree due to you, and to your efforts, that we, of this great American republic, form one people instead of a group of jarring peoples. The children, wherever they have been born, wherever their parents have been born, who are educated in our schools side by side with one another, will inevitably grow up having that sense of mutual sympathy and mutual respect and understanding which is absolutely indispensable for working out the problems that we as citizens have before us.—*Theodore Roosevelt, in an address before the National Education Association, at Ocean Grove, July 7, 1905.*

RURAL HEALTH AND EDUCATION

Startling Conditions of Neglect Are Shown in Notable Sanitary Survey in Rural Communities

Evidences of gross neglect and carelessness and some common causes for the great prevalence of disease in rural communities, are set forth in an interesting report entitled "Rural Sanitation," by Surgeon L. L. Lumsden of the United States Public Health Service. The report shows what can be accomplished in improving health conditions in rural communities by an intensive campaign, largely of health education. During the work conducted under Dr. Lumsden's direction, over 51,000 country homes were visited, and nearly 20,000 were subsequently revisited. Eight hundred sixty-five public lectures were delivered to over 105,000 persons, and this formal instruction was supplemented by the very effective instructions and demonstrations given by the nurses and sanitary inspectors who visited the homes.

Disease in Rural Districts

The survey disclosed two very common causes for the unnecessarily high prevalence of disease in rural districts: (1) the improper disposal of human excreta, and (2) the lack of health education. Inasmuch as the former is really a consequence of the latter, we see here a vast field in which the school teachers can assist in improving the health and welfare of their community.

Of the 51,000 farm homes visited only 1.22 per cent were equipped for the sanitary disposal of human excreta; at 68 per cent, the water supply used for drinking and cooking purposes was obviously exposed to potentially dangerous contamination from privy contents or from promiscuous deposits of human excreta, and at the majority of these the water supply was exposed also to unwholesome pollution from stable yards and pig sties. Only one third of the farm houses were effectively screened against flies during the summer season; hence, in the large majority of homes visited, flies having access to near-by deposits of filth were able to enter dining rooms and kitchens and infect the food there exposed.

Insanitary Conditions in Schools

So far as the sanitary conditions of rural schools is concerned, the survey showed many evidences of gross neglect and carelessness. To take the findings in a single county, out of 56 rural schools visited, only 10 were provided with privies of any kind. These were of the lowest type, mere sheds, permitting the filth to contaminate the soil and find its way to water and food supplies.

Thirty of the 56 schools had no water supply on the premises; in 12 schools water was supplied from bored wells, in 12 from dug wells, and in two from springs. Of the 26 schools with water supply on the grounds, the water was considered safe at four, and unsafe at four, while for 18 schools no opinion as to the quality of the water was recorded.

Here is a matter of direct concern to teachers. Why not get the local health officer to coöperate with local school boards to remedy these conditions? Teachers interested in this important phase of health work may obtain a number of helpful pamphlets dealing with various health problems by addressing the United States Public Health Service, Washington, D.C.

CHILDREN OF FRANCE GREET CHILDREN OF AMERICA

On the very day when the armistice was signed, the school children of Lyons, France, went to the American consulate in a body, saluted the United States flag, and presented Consul Carrigan with a letter, which he transmitted to Secretary of State, Robert Lansing. The letter reads as follows:

"We have come to ask you to convey to the boys and girls of America assurances of our admiration for the courage and fortitude of their soldiers, who, in conjunction with ours, have pushed back the German hordes from our territory. We take this opportunity to express to our American cousins our sincerest friendship, and with all our hearts we thank the great American nation and its president, Mr. Wilson."

BUILD NEEDED SCHOOLHOUSES

Providing work for returning soldiers and performing a signal service to the community may be accomplished by proceeding at once to build the thousand or more schoolhouses throughout the country which have not been built because of the war.

Schoolhouse building, like most other forms of construction, suffered greatly during the war. Practically every form of public works was forced to await the return of peace conditions, unless its necessity for the conduct of the war was conclusively demonstrated, according to reports recently issued by the Department of Labor.

Acute Lack of Accommodations

Even before the war, severe congestion existed in the schools of many large cities. The practical cessation of immigration has helped somewhat to keep conditions endurable, but the normal growth of the school population has otherwise continued, and lack of accommodations in many places has become acute.

Recently it has been suggested that $25,000,000 might be needed in New York City alone to restore the schools to a condition of normal efficiency. Buffalo has just voted an appropriation of $9,000,000 for school buildings. Many other cities, also, are in urgent need of greater school facilities, and must undertake construction in the near future. Among the cities that report the need of additional school buildings for the immediate future are Syracuse, Los Angeles, Denver, Little Rock, Norfolk, Richmond, Birmingham, Nashville, Pittsburgh, and Albany, just to take a group chosen at random.

Use Available Labor

Beginning work on school buildings now will mean that they will be ready for occupancy in the fall. Their construction in many places cannot be long delayed. By building at once, a labor supply will be available that perhaps cannot be found so readily when industry has been completely transformed from a war to a peacetime basis. In addition, additional employment will be provided for thousands of workers.

The Division of Public Works and Construction Development, of the Department of Labor, favors the construction of necessary public buildings at this time, for the reasons stated by the Secretary of Labor recently, namely, that such construction will afford employment to large numbers of soldiers and war workers, and will smooth over the transition period without harming industry.

CARING FOR DISABLED SOLDIERS

American soldiers who are eligible for compensation for even partial disability are offered by the Government a remarkable opportunity to complete their education, or to be trained for a new occupation if they cannot "carry on" in their old one. The Government guarantees to the soldier taking this free training that his income from all sources shall be at least $65 a month. Those eligible for this training do not have to take it unless they wish, but if they do not they may find themselves badly handicapped when they are obliged to compete with able-bodied men. Information and pamphlets concerning this work may be obtained from the Federal Board for Vocational Training, Washington, D.C.

THE SERVICE FLAG

Little flag in the window there,
Hung with a tear and a woman's prayer,
Child of Old Glory, born with a star—
O what a wonderful flag you are!

Blue is your star in its field of white,
Dipped in the red which was born to fight,
Born of the blood our forbears shed
To raise your mother, the flag, o'erhead.

And now you have come in this frenzied day
To speak from a window, to speak and say:
"I am the voice of a soldier son,
Gone to be gone till the victory's won.

"I am the flag of the service, Sir,
The flag of his mother—I speak for her
Who stands by my window and waits and fears,
But hides from others her unwept tears."

Little flag in the window there,
Hung with a tear and a woman's prayer;
Child of Old Glory, born with a star—
O what a wonderful flag you are!

—*Author unknown.*

Rural Schools

RURAL HEALTH CRUSADE

The health program of the Junior Red Cross was planned with the needs of the rural school constantly in mind. In the city, many agencies and officials are promoting health and sanitation; in rural districts, with many problems and few organizations to cope with the health education is needed to a far greater extent.

The Health Crusade with participation in the tournaments is as well suited to the one-room rural school as to the large city school. The ears can be kept clean and the teeth brushed just as thoroughly in the country as in the city. The spirit of competition should prove novel and alluring to the schools who are not constantly taking part in contests of all kinds, athletic and academic, as are those of the city.

Family Health Responsibility

In a rural community, every family is its own department of health. It has its own water supply, its own sewage and garbage disposal, instead of having these matters municipally managed. For this reason, the responsibility for sanitary conditions rests with the family instead of primarily with delegated health officers.

Local physicians can furnish some helpful ideas on rural sanitation, and should be invited to address the school. Subsequent inspection and clean-up work can then be performed far more intelligently.

For expeditions of inspection of sanitary arrangements, ideas are furnished in the section of "Common Sense in Health" devoted to special suggestions for rural districts. Secure this booklet free from any local chapter of the Junior Red Cross.

Children in most rural communities can find a great field for their efforts in the campaigns against flies, mosquitoes and rats. A war of extermination, and constant vigilance thereafter, can find the great reward of a fly-less, mosquito-less, rat-less farm, and a consequent elimination of inestimable possibilities of disease.

A WASHINGTON-LINCOLN HEALTH LESSON

If George Washington and Abraham Lincoln had tried to enlist in this war, would they have been rejected as unfit, like thirty per cent of our young men? What can you find in the biographies of these two great Americans that gives an answer to this question? Lincoln, you will read, was as strong as an ox. He could carry the load of three men. He could cut the widest swath of all the reapers. He was a woodsman and hunter from early childhood, and all his life he delighted in long walks. His powers of physical endurance through the hard years of his presidency, were the marvel of all observers.

Washington, too, was very tall, powerfully made, a leader in all outdoor sports. The stories of his feats in swimming the Potomac, of his unfortunate experiences with his mother's colt, of the iron bar which none could fling farther than he, indicate his strength and energy as a youth. He too was a hunter and a woodsman, surveying mountain wildernesses and sleeping out under the stars. Throughout life he was accustomed to engage in vigorous bodily exercise, being especially fond of fox-hunting. In the case of each man we read that his great physical power and endurance was of inestimable value in the days when the cares of a whole nation had to be borne.

Good health and strength such as theirs is like a bank account. It is stored up in early years, and stands ready to be called on in days of great need. What might have been the fate of America if either Washington or Lincoln had broken down under the exposure, the sleepless nights, the overburdening cares?

Are you laying up a bank account of good health? Twenty-five cents buys a thrift stamp. What are some of the coins that buy good health? Does it make any difference to anybody but yourself if you are weak or unhealthy? Show how. Let us all be Health Crusaders and make of ourselves men and women as fit to do our part for our country as Washington and Lincoln were to do theirs.

A LEAGUE OF NATIONS PROGRAM

Do you want to see all wars ended forever? Do you want to help in stopping the agony, the suffering, and the needless expense of military strife? Do you believe that the establishment of a League of Nations guaranteed to prevent all future wars will be the only adequate compensation for all the misery and horror the world has known in the past four years?

No one has a better opportunity to advance this great world hope than the country teacher. There are thirty million farmers in America and most of these people can be reached more effectively through the school and the activities of their children than in any other way. Make sure that the children and people in your school and community are following these great peace issues with an intelligent interest and co-operation. Do this by devoting a definite period for the next few weeks to the problems of the world peace conference. Set up a clipping box and a bulletin board and have the older children bring in all the best articles, maps, and clippings they can find bearing upon this problem. In language classes, have the children prepare four minute speeches on such topics as: The Reasons for Forming a League of Nations; National Leagues, Old and New; Our Debt to France and England; America's Duty in the Present Food Crisis; and The History and National Hope of Poland. Illustrate these talks with colored outline maps, and such simple graphs and charts as are available. Teach the national songs of the Allied nations and decorate the schoolroom with their flags made of colored paper from designs found in the dictionary. Then summarize all the information and the spirit thus gained by the children by preparing a League of Nations program to be given at a patriotic community meeting on Lincoln's or Washington's birthday.

AMERICANIZATION ARITHMETIC

How many foreign-born people, approximately, are there in each of the United States? The map in the January 15 number of NATIONAL SCHOOL SERVICE, and the population statistics in your geography text will give the material necessary to answer this question.

How many of these people come from Great Britain, and so speak the English language? Use the map in this number, giving the percentage distribution by principal countries of birth in each section of the United States.

In which section is the largest number of people who do not speak English?

In which are most Italians found? Russians? Germans? Austro-Hungarians? Scandinavians?

Where, then, do you think the problem of Americanization is likely to be greatest?

Put these questions to your class in percentage. Such home-made arithmetic as this, with its close relation to questions of immediate local or national interest, is worth much more than many pages of routine text-book work.

MEMORIAL SCHOLARSHIPS FOR RURAL CHILDREN

High school opportunities for country children are at best inconvenient and in many sections utterly lacking. As a result but very few children in rural schools ever complete a high school course. The final solution of this problem involves an awakened public sentiment and state and federal aid for rural secondary education. In the mean time the Children's Bureau of the

LEAGUE OF NATIONS ORGANIZED MORAL FORCE

My conception of the League of Nations is just this—that it shall operate as the organized moral force of men throughout the world, and that whenever or wherever wrong and aggression are planned or contemplated, this searching light of conscience will be turned upon them, and men everywhere will ask, "What are the purposes that you hold in your heart against the fortunes of the world?"

Just a little exposure will settle most questions. If the Central Powers had dared to discuss the purposes of this war for a single fortnight, it never would have happened; and if, as should be, they were forced to discuss it for a year, the war would have been inconceivable.

—President Wilson, at the University of Paris, December 21, 1918.

United States Department of Labor recommends a recourse to scholarships established by cities, states, or philanthropic individuals. Some states have already made a start in this direction, as illustrated by the Lindley scholarships of Illinois, while Scotland and England, declaring that "there is a large amount of talent among the children of the poor which should be conserved for the sake of the nation," have passed legislation providing scholarships for children whose parents are unable to keep them in school.

This suggestion is particularly appropriate for rural districts. Have you one or more bright eighth grade pupils whose parents are unable to send them away to high school? If so, and your state makes no adequate provision for educating country children beyond the elementary school, why not try the scholarship plan? Every county has public-spirited citizens who might become interested in this undertaking, if properly approached by a teacher or supervisor on behalf of individual children of exceptional ability. Such scholarships would make most fitting memorials for local boys who have sacrificed their lives in the war.

When the establishment of scholarships is found impossible rural teachers can still do much toward the future education of their elementary school graduates by encouraging children to continue in school, by soliciting the approval and help of parents, and by finding boarding places or centers of employment where needy students can earn part of their expenses. The outstanding need of country life is for local leadership, and such leadership for the future must be trained in the high schools and colleges of today.

Prize Junior Red Cross Poster by Mathilde Faust, New Orleans

SCHOOL GARDEN FOOD PRODUCTION

Have you started your garden? Not with spade and rake, to be sure, for nothing is worse than to work the soil too early. But there is much to be done by way of preparation long before a spadeful of earth is turned, and now is the time to begin. First of all, talk to the children about the food-shortage of the world. Show them the hunger map of Europe and present the food facts of Mr. Hoover's article as found in the December 1 issue of National School Service. Recall America's promise to furnish Europe twenty million tons of food during the present year, and lead the children to appreciate what the fulfillment of this pledge must mean to every individual American in the way of food conservation and production. Then ask the children to read and bring in all the good magazine articles and newspaper clippings they can find bearing upon the food problem. Collect food posters and design original ones during the drawing or seat-work periods. Connect the whole study of the food crisis, meanwhile, with the regular class work in geography and language. With this background children will want to help on the problem of food shortage and will have an appealing motive for gardening.

Consult National Agencies

Decide next whether each child shall undertake to raise an individual garden at home, whether the entire school shall unite in growing one garden on the school grounds, or whether both plans shall be adopted in combination. The determining factors in this decision will be the experience and fondness of the teacher for gardening, and the ages, strength, available time, and enthusiasm of the children. After consultation with the local county superintendent, farm bureau agent, or boys' and girls' club leader, the teacher should associate her school with one of the two national movements for school gardening; that is, either with the United States School Garden Army under the Bureau of Education or with the Boys' and Girls' Club work of the United States Department of Agriculture. Both these agencies in Washington will furnish helpful instructions and bulletins on gardening upon request. Have the advanced classes write for literature from both sources and let the children choose their affiliation after comparing the organization and material of the two agencies. All teachers should know, however, that the United States School Garden Army regards the town and city as its special province, while rural school gardening has been developed for some time under the Boys' and Girls' Club Movement of the Department of Agriculture.

Plan the Garden

Write for seed catalogs next, and with these catalogs and the garden literature from the above named sources at hand, begin the planning of the garden. For a school garden this plan should be worked out by the whole school, as a group project, while home gardens will call for individual planning. In either case draw all plans to scale on manila tag paper, carefully spacing and labeling each row and section. Give some consideration to matters of color and landscape design as well as to those of sunlight and production. Grow not only the familiar vegetables of the locality but at least two or three rare, but well-adapted kinds. Many schools find it both profitable and interesting, also, to devote a section to such old-fashioned garden flowers, as marigolds, larkspur, mignonette, sweet alyssum, and the other varieties often mentioned in readers, but seldom seen by children of the present generation.

Primary Grades

UNCLE SAM AS A TEACHER

Can you imagine a long-legged old gentleman dressed in striped trousers, a swallow-tailed coat, and a hat decorated with stars sitting up there behind the teacher's desk? That sounds like a joke, does it not? Well, Uncle Sam has been going to school every day, since your great, great grandfather sat on a hard bench in a little red schoolhouse somewhere in America.

As soon as he decided to go to school he laid out what he calls school districts. He wanted every boy and girl in his great United States family to grow up to be an intelligent citizen. So he built a schoolhouse for each district. Then he chose the officers to manage the schools. They had to appoint the teachers, decide when there were to be holidays, select school books, pencils, paper, and all the rest of the school supplies. They had to plan the studies, appoint the school nurses and doctors, repair and build new schoolhouses, buy coal, and be Uncle Sam's right hand men generally.

Uncle Sam permits your father and perhaps your mother to elect these officers.

After Uncle Sam built and furnished and paid for the schoolhouses, he decided to make a few laws that would be easy for boys and girls to keep: Be prompt. Be regular in attendance. Be obedient. Be studious. Be respectful. Help Uncle Sam by not trampling down the grass, by not cutting the furniture or woodwork, by keeping the school clean.

LITTLE WAR COMRADES

"Please tell me a story, Uncle Tom," begged little Dan as he snuggled up to the brave soldier uncle who was just back from France. "All right youngster," replied his good-natured uncle. "I'll tell you about my little dog, Detail, and how he saved the life of a little boy just like you."

"One night the Germans began firing and sending gas bombs over our village. As soon as the firing was over our whole company started out to look for the wounded. I put a gas mask on Detail, and he ran along scratching around for bodies that might be buried underneath the ruins of houses. We had worked all night and little Detail and I were about to give up and go back to our station when we heard some one crying and moaning.

"Detail and I went to find out what the trouble was. We soon came upon a poor

woman who was digging frantically in a pile of ruins and crying out:

"'Pierrot, Pierrot, my little Pierrot!'"

"Who was Pierrot?" asked the little boy who was listening to the story.

"He was a four-year-old French lad," said the soldier. "And he lay down there under all that pile of stones and ruins. His mother had taken him to the cellar and hidden him when the Germans began firing. Now that the firing had ceased, she had come back only to find her home in ruins.

"Detail and I began to hunt in the ruins. I was clearing away some of the rubbish from the floor of the little French cottage when I suddenly came upon a hole which opened into the cellar. A puff of stale gas left from the night before blew into my face and I fell back sprawling with my eyes smarting.

"Detail ran to my side and barked and pulled at his gas mask which hung around my neck. He said as plainly as a dog can talk, 'Put it on me, master.' I fastened the mask on him and he ran to the hole and began to poke his nose in. Even with his mask, he seemed to feel that there was someone below. Every once in a while he would turn to me and howl dolefully as if to say, 'Don't give up! There is someone we must save!'

"Presently he crawled into the hole and remained for what seemed a long time. I had just made up my mind that he was lost when out he came. He had found the little boy and was slowly dragging him out."

"It was Pierrot, wasn't it, uncle?" said little Dan. "Was he dead?"

"No, son, but he was a very sick little boy. He was taken to a hospital where Detail and I visited him every day. The doctors told us that he would get well, but the gas had made him blind.

"Pretty soon Detail began going to the hospital between our regular visits. Little Pierrot and he played together and became fast friends. Finally when the little lad was strong enough to walk, he learned to hold to Detail's collar while the dog led him gently along the lawn. After that my little dog spent most of his time at the hospital. He seemed to think the little French master needed him more than I."

"I think he was a brave dog," uncle Tom. "Did he stay over in France?" asked Dan.

"Yes, son, I went to see him before I left. I patted him on the head and said goodby. I hated to leave him but I knew that little Pierrot needed him."

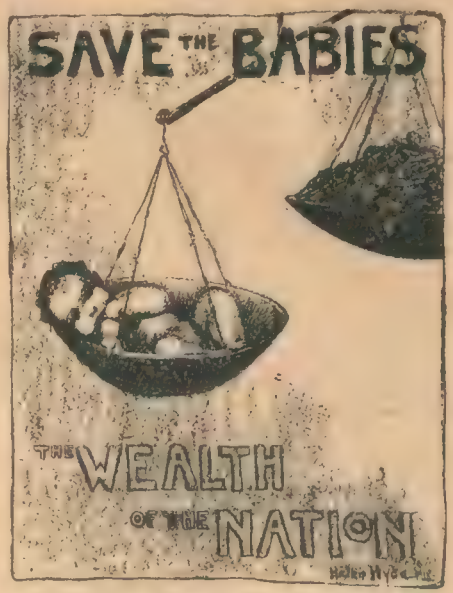
PATRIOTIC PANTOMIMES

1. The Makers of the Flag. Scene one: Several children dressed as colonial dames are seated about the table sewing and knitting. A knock is heard. All rise as three gentlemen in continental uniform enter, the ladies curtsy while gentlemen make low bows. A boy representing Washington shows Mrs. Betsy Ross a sketch of a flag. She smiles, shows it to other ladies, and they all nod. Washington and his aides bow and withdraw. Scene two: Colonial ladies are seated as before. Washington and his aides enter. All bow and curtsy. The finished flag is presented. All advance to the front of the stage, the two aides holding the flag so that the audience may see. All rise and stand at attention while the piano plays, "Yankee Doodle."

2. Defenders of the Flag. Select four boys of the same height. Dress one in continental uniform, two in the blue and gray uniforms of '61, and one in khaki of today. All four stand at attention facing the audience. At a chord from the piano, they separate and make room for Uncle Sam and Columbia who march in to the playing of "The Star-Spangled Banner." Uncle Sam carries the original flag and Columbia our flag of today. All salute and stand at attention during the playing of the national anthem.

3. Workers for the Flag. Scene one: Group of little children dressed as colonial dames are seen busily at work, some spinning, some knitting, others sewing. Scene two: Group of little children dressed as Red Cross workers knitting, sewing, serving food.

4. The Flag Over All. All children in the pantomimes are grouped on the stage with Uncle Sam and Columbia in the center. Every child has a small flag. Everybody rises and sings "America."



AROUSING ENTHUSIASM IN THE HEALTH CRUSADE

During the first week in February, some time should be given to telling stories of the knights, explaining what is meant by a crusade. Show the children pictures of castles and of knights in armor. Make a simple costume for a child, consisting of a helmet of silver paper with a red plume made of tissue paper, a shield of silver with red cross on the face, and a Crusader's flag to carry on one shoulder. Children may paint or draw the knight and the castle. After the "Health Chores" have been explained to children, they may make picture books as suggested in the Intermediate Department.

CONQUERING A DRAGON

Come, crusaders in the army of health seekers! Arm yourself with a toothbrush and wash-cloth and set forth to conquer the dragon, dirt. This old dragon is always on the alert to get the better of all little children.

There are some things which the dragon does not like. He runs at the sight of a clean and smiling face and he hates soap more than steel blades.

Do you want to join the army of boys and girls who are going to set out to conquer this dragon?

OUR FEATHERED ARMY

We would not think of refusing to give food and shelter to our soldier boys who have been fighting for us, would we? And yet we often forget to care for our bird allies who help us to protect our crops and preserve our health by killing insects which destroy crops or carry disease.

Food is the winter bird's most serious problem, for often the severe cold and hard snowstorms make it impossible for him to find insects or their eggs. There could be no better lesson in civics than in training our little citizens to care for the birds of the community.

Build a Bird Shelf

Constructing and caring for a bird shelf would be a very valuable and interesting bit of work for the children at this time. If possible put the shelf on a tree near a school window or outside the window sill. Discuss other ways of feeding birds, such as fastening a piece of beef fat upon the trunk of a tree or spreading crumbs on top of the snow. Talk about food to be put on the shelf and how it must be prepared. Arrange a drinking vessel for the birds. Perhaps the children can discuss whether the birds like a shallow or deep dish of water.

Birds Help Fight Enemies

There is unlimited opportunity for language work in the observation of the bird guests who visit the feast prepared for them. Keep emphasizing the fact that the birds are helping us to fight our enemies when they destroy noxious insects. Some of them, such as the flycatchers, swallows, and whip-poor-wills, like true air planes, dart, circle, and dive, snapping up insects at every turn. Larks, sparrows, thrushes, and others, like an army of sentries, patrol the ground, hunting beneath leaves and grasses for grubs. Still others may be called the submarine branch of the feathered army. To this company belong the duck, the heron, the snipe, and birds of like habits.

THE THRIFT HABIT

By saving your pennies you serve your country,
By lending to Uncle Sam you become his partner.
By saving when you are young you learn the thrift habit.
Be little soldiers;
Be little partners;
Be little thrifters.

A HEALTH RESOLUTION

I will resolve to bathe and bathe,
And keep my body clean.
I'll smile ten dozen times a day,
With laughter in between.
And I resolve to brush my teeth,
Because that's only right,
My tooth brush and some dental cream
Will keep them clean and white.

—*L. C.*

Intermediate Grades

LEARN FROM OUR LEADERS

In discussing the great statesmen, brief accounts of whom occur in this number, call attention to the fact that they are men well up in years. Wilson has celebrated his sixty-second birthday and Clémenceau is a grand old man of seventy-eight. Because they early established the habit of thinking for themselves and holding their minds open to catch new ideas, they have never become "old fogies" but are looked up to as leaders to-day. Some very young boys and girls close up their minds and decide they know enough. If they imagine what an amount of reading, thinking, studying, and writing these great men do every day, they will see that their own efforts are small in comparison. The brain is not like an automobile, worn out in a couple of years from much use, but is of benefit to the owner only if used daily.

THE QUEST OF THE WHOLLY WELL

Let the modern page and knight look for illustrations which show people engaged in the pursuit of health. Pictures as of a soapy child bathing, a happy lady brushing her teeth, Yankee boys taking setting up exercises, and a baby fast asleep, are easy to obtain from old magazines. Even pictures of cakes of soap, dental tubes, and illustrations of manicure sets will suggest cleanliness. These may be used to illustrate booklets in which Rhymes of the Wholly Well may be kept. Give a page to each of the health chores required in the health crusade.

The following suggest others which children may originate:

Chore I.
Sing a song of soap suds,
Children clean and sweet,
Every one with hands washed
Ready now to eat.

Chore VI.
One breath, two breaths, three and four,
Then I take a dozen more.
What is better for a man
Than a lot of oxygen?

Chore XI.
Slip and slide and splash and rub,
Now I'm bathing in the tub,
Scrubbing ears and washing neck.
Any dirt left? Not a speck!

After the books are made, let the class make covers with designs of castles or knights.

INDOOR PLANTING AND FOOD PRODUCTION

All the children who had gardens last year will want to have even better ones this year. Late February is the time in most places to think of the tomato seeds which are to be planted in the house. The boys can easily make the boxes, which should be approximately 3 to 4 inches deep, 12 inches wide, and 20 inches long. First put a layer of about one inch of gravel or cinders and then a layer nearly filling the box of rich soil fertilized with decayed manure or leaves. Press the soil down with a board and make rows one-half inch deep and two inches apart across the box. After the seeds are distributed eight or ten to the inch in rows and covered, the soil should be watered and the box set in a sunny place on the schoolroom window sill. Keep the seeds watered but not soaked. A piece of glass over the box will retain the moisture in the box and hasten germination.

After the plants have grown to a height of an inch and a half, thin them out to give them room for strong growth. The plants taken out should be replanted two inches apart in another box. After the weather becomes mild the plants may be put out a short while each day so that they will "harden off." When it is time to transplant them, water the plants well so that a large ball of earth will stick to the roots of each one.

ONE LANGUAGE AND THAT THE BEST

"One Language" is the slogan which has gone out over the country as a result of our realization of the confusion of tongues in America. But among those purported to be speaking the English language at the present time, there are few respecters of clear, clean, beautiful speech. Why not say, "One language, and that the best." We need no longer mind our "p's" and "q's" so much as our final "d's" and "t's." The bad speech germ is more universal even than the influenza pest. Swallowing "g's" results in an upset speech condition. If "Ain't Got" and "Ketch" and "Git" and a few other demons were jailed to prevent association with proper words they would soon die in solitary confinement.

Bottle the bad speech germ and penalize the demons and watch America's speech grow beautiful.

It is not fair to expect the foreigner to manipulate our language with intelligence and zest when we give forth words with swallowed "g's," cut off endings without warning, and loose upon him a swarm of demons greater than anything Pandora's box could have possibly produced.

One language and that the best!

UNION FOR ALL FOREVER

Episode 1. Creating the Union. The Thirteen Colonies represented by girls in white are impatiently moving about on the stage as the curtains are drawn.

Maryland. There go Kings forever.

Massachusetts. We shall have no more taxation without representation.

Connecticut. The hired Hessian shall trouble us no more.

Virginia. The chains are broken.

New York. But what can thirteen unhappy colonies do?

[*Enter a minuteman carrying a large picture of Washington. He holds it above his head.*]

Minuteman. Let us raise a standard to which the wise and honest may repair. George Washington will lead you now as he led you through the perils of the Revolution.

[*Gestures of dissatisfaction among the colonies.*]

Minuteman. Do not murmur. Quarrel not. In union is our salvation. Nothing but harmony, industry, frugality are necessary to make us a great nation. Join hands and with the help of our great leader we will form a union of thirteen independent, sovereign states.

[*The colonies slowly come together, joining hands about the raised picture of Washington.*]

Delaware. May our free constitution be sacredly maintained!

Georgia. I hope we can work it out with wisdom and virtue.

Connecticut. Perhaps if we preserve and use our blessing we may recommend it to every nation now a stranger to it.

N. Carolina. We must observe faith and justice toward all nations—cultivate peace and harmony with all.

Part of Scene From Episode 3

Virginia. May our union and affection be perpetual.

All. One nation, indivisible with liberty and justice for all.

(*Curtain*)

Episode 2. Holding the union together from within. A group of girls dressed in blue to represent the north and another in gray to represent the south. Though they stand together, the south is impatient and anxious to get away.

The North. Hold, you of the South! For a quarter of a century George Washington worked to form a nation. Would you now break that sacred alliance?

The South. We will secede. Our states rights are being violated.

North. The union of these states is perpetual.

South. We believe slavery is right and should be extended to other territory.

North. Slavery is wrong and should not be extended.

South. We will secede from the union.

[*The South draws away. The attitude of secession and defiance is held for a moment. Enter a Northern soldier carrying a picture of Lincoln.*]

Soldier. Lo, Lincoln speaks! Let us have faith that right makes might. In giving freedom to the slave we insure freedom to the free, honorable alike in what we give and what we preserve. My paramount object has been to save the union. Come then, you of the North—you of the South—this nation under God shall have a new birth of freedom. Government of the people, by the people, for the people shall not perish from the earth.

[*As the last of the words of Lincoln are recited the Blue and the Gray slowly form a circle about the picture.*]

(*Curtain*)

Episode 3. Saving the union from attack from without. Children represent the 48 states, each carrying a shield with the name of the state across the top. They are arranged in a close pyramid on the stage as if holding together for protection. They look off into the distance.

New England. How horrible is the war across the sea!

Middle Atlantic States. I am stifled by the death and ruin I see abroad.

Southern States. Germany threatens our union!

Western States. She moves peoples about as if they were property.

Central States. I see more than our own nation. We must lift ourselves from the ordinary affairs of life into the view of the destiny of mankind.

New England. What must we do, sisters?

Central States. Deliver the free people of the world from the menace of a military establishment controlled by an irresponsible government.

Western States. Right is more precious than peace. We shall fight for the things we have always held nearest our hearts—for democracy.

[*All raise their shields a moment indicating the period of the war. As they lower the shields a sailor comes in carrying the picture of Wilson.*]

Sailor. A supreme moment of history has come. The eyes of the people have been opened and they see. The hand of God has been laid upon the nation. We have vindicated the principles of peace and justice in the life of the world. We are at the beginning of an age in which it will be insisted that the same standards of conduct shall be observed among the nations that are observed among the individual citizens of civilized states. We will keep the road of democracy open. No one shall close it.

The States. The hearts of men shall have fear lifted from them, and men everywhere may return to the purposes of life which will bring them happiness, contentment, and prosperity. The great League of Nations will keep the world safe for democracy.—*A. W.*

Upper Grades and High School

THE LEAGUE OF NATIONS

Recall the ideas of the balance of power in European affairs and of the formation of alliances as attempts based on the idea of nationality to preserve the peace of Europe, the benefits to accrue only to the powers concerned.

Growth of Idea of Internationality

Agencies uniting nations: (1) means of communication: railroads, steamships, telegraph lines, telephones; (2) economic independence: food, raw materials, manufactured goods; (3) conferences from 1850 to 1907: (a) character, 116 official, probably many more unofficial, (b) topics discussed, promotion of the interests of the working classes, the advancement of international arbitration, the promotion of woman suffrage, international posts and telegraphs, fisheries, sugar duties, river navigation, ocean cables.

Permanent organizations of an international character—International Postal Union (1874); European Union of Railway Freight Transportation (1890); the Hague Tribunal (1907).

World Thought on a League of Nations

Change in opinion (1) at the outbreak of the war, a dream; (2) to-day, in the realm of practical politics; change due to the horror and waste of the Great War and the necessity for finding a means of preventing a repetition.

Opinion—(1) in America, chief exponent, President Wilson (speeches of January 8, 1918, and September 27, 1918); ex-President Taft; (2) in England, Lloyd George, Herbert Asquith, Earl Grey; (3) in France, Chamber of Deputies, Albert Thomas, former Minister of Munitions.

Follow closely the discussion of the Peace Conference noting (1) what provisions are made for enforcing the decisions of the League, (2) whether there is to be any limitation of armaments, (3) what nations are included, and (4) how representation will be provided. Read War Information Series, No. 21, "America's War Aims and Peace Problems."

THE ARMY OF OCCUPATION

Review briefly the terms of the Armistice which provide for the evacuation by German troops of the left bank of the Rhine and certain "bridge-heads," and which provide for the army of occupation.

I. Why the German armies were required to evacuate this territory as well as the occupied parts of Belgium and France; (a) If hostilities were renewed, the fighting would be on German soil; (b) This territory included the most important manufacturing district of Germany; (c) Gave the United States and the allies control of much war material that had been collected by Germany for the use of the army. (These reasons together with the occupation of the "bridge-heads" tended to prevent a successful renewal of the war); (d) To bring home to a large part of the German people the realization that they had lost the war; (e) A pledge for the fulfillment of peace conditions.

II. Division of occupied territory. England in the north, headquarters at Cologne; France in the south, with headquarters at Mainz; the United States between the two with headquarters at Coblenz. What army is holding Alsace-Lorraine? Can you suggest a reason why the French should occupy the southern part of this territory? (adjoins Alsace-Lorraine).

III. How the army of occupation is maintained. (See point 9 of armistice terms.) (a) Paid and provisioned by Germany; troops in Alsace-Lorraine excepted. Why? Can requisition food and other supplies from the inhabitants of occupied territory? What provision is made for payment? How does this differ from the German practice in Belgium in the early days of the war?

IV. The American Army in Germany. (a) Name some other towns occupied by our soldiers besides Coblenz. Ehrenbreitstein, (the "broad stone of honor") an important German fortress, is on the Rhine just opposite Coblenz; (b) Find some of the regulations made by General Pershing for the people of the occupied territory; (Some of them are copied from regulations made by the Germans in Belgium); how do you think the Germans feel about it? (c) What harm might come if the American soldiers become too friendly with the German inhabitants? How is this prevented?

V. What we are doing for the soldiers in our army of occupation. (a) The work of the Y. M. C. A., K. of C. and of similar organizations, in keeping up the morale of the soldiers; (b) The army schools; soldiers are given opportunity to continue their education; to become more efficient workers at their trades in vocational schools, and, in the

THRIFT SEEKS THE BEST

Thrift does not mean miserably hoarding. It means discriminating and studied expenditure in the rational gratification of wants. It does not mean purchasing only cheap things — indeed, the thrifty man usually buys only the best. The thrifty man, however, studies his wants; he rules out the tawdry and the superfluous, and he purchases those things that contribute to his permanent efficiency or that aid his future development.—*F. C. Schwedtman.*

case of some of our soldiers, are taught to read and write the English language and the fundamentals of citizenship. Will these men be better citizens when they come home?

Other topics that may be touched upon will suggest themselves to the teacher, such as the definition of "bridge-head"; or a discusion of what is going on in the "neutral zone." Are there German soldiers there? Are there American soldiers there? Who guards the neutral zone?

DEBT OF THE UNITED STATES TO ENGLAND

The United States is indebted to England very much as a child is indebted to its parents. We are English in origin, English in language, English in manners and customs, and English in constitutional and institutional development. Though we have had large infusions of blood and of influence from other nations, these have not been able to change the fundamental fact that we have been and still are essentially English. The accompanying list of topics, prepared by T. W. Gosling, Supervisor of High Schools of Wisconsin, is intended to offer suggestions for a study of the more important ways in which the United States is indebted to England:

1. The Mayflower Compact. 2. English Settlements in America. 3. Magna Charta. 4. The Petition of Right. 5. The Bill of Rights. 6. The Common Law. 7. Trial by Jury. 8. Habeas Corpus. 9. Right of Public Assembly and Protest. 10. Free Speech and Free Press. 11. Right of Petition. 12. Right to Bear Arms. 13. No Taxation without Representation. 14. Friends of Revolutionary America—Barre, Burke, Fox, Pitt. 15. Principles at Stake in 1812. 16. Attitude of John Bright, Queen Victoria and Lancashire Cotton Weavers in the Civil War. 17. The Venezuela Case and President Cleveland. 18. The Spanish-American War: Manila Bay, Admiral Dewey, the German Admiral, the English Admiral 19. The English Navy. 20. Science and Mathematics.

MAKE HISTORY REAL

Schools can add to the interest and educational value of the holidays next month by having in the main corridor or in the schoolroom a table on which may be placed pictures or relics connected with Lincoln or Washington or with the times in which they lived. Often much material of this sort can be borrowed for the occasion from the homes of the pupils. A guard of honor, changed at intervals, may be appointed if necessary to prevent molestation or loss of the exhibits.

For Lincoln's birthday such an exhibit might include copies of anti-slavery papers, pictures connected with slave life, campaign badges, papers signed by Lincoln, or facsmiles of proclamations, a model of Lincoln's birthplace, pictures of Lincoln, statues, and memorials. For Washington's birthday, the collection should be much the same. Because of the greater difficulty of collecting materials concerning Washington, a few relics illustrating life in Revolutionary times might be included.

A MESSAGE FROM HOOVER

Soldiers in the United States School Garden Army should feel encouraged to redouble their efforts when they read the following letter sent direct to them by Mr. Hoover who, though in Europe directing the food distribution for the Allied countries, remembers his young supporters in America:

"The work that you have done during the past months of war has been no small contribution to the great cause of humanity. The actual food produced in your gardens was of material help by making possible a saving of staple foods available for export to our men abroad and the Allies, thus giving them just that much more of the food so vital to them. The growing of supplies for local use

Herbert Hoover, Director-General of European Relief and Chairman of Inter-Allied Food Council

was also a definite assistance in relieving the strain upon our railroads. The example set by you in your undertaking has stimulated and inspired others to produce where they had not produced before. It would be a matter of regret if this work should not go on. America's food obligation to the stricken countries is great and affords no less an opportunity to help than during the past season."

NEW EMPHASIS ON SCHOOL SUBJECTS

The war has shown us that there are some things that we must further emphasize in our work in the schools. The questionnaires of the drafted men show that one-tenth could not read their orders and that almost one-fifth had not gone to school. About one-third were rejected for physical reasons.

The schools must emphasize as never before the need for national good health. And we must teach health positively and directly. Don't talk to a child about the bones of the face if he doesn't know that he ought to keep the inside as well as the outside of it clean. About one-third of the rejections were for defective teeth.

Perhaps when we talk about the rights of small nations we forget about the rights of small children. They have some, and while we can't always let them decide what their rights are, let us remember that their personalities are as important to them as ours is to us. Open diplomacy is a part of President Wilson's peace program that might well be adopted in the schools.

Our schools must put more emphasis on the doing side of education. This means, of course, that pupils should have more opportunity to use their hands in learning to do things of direct future value.

The teacher should also teach the pupils to do things with their heads which will be of direct future value. The war has shown us how to teach geography through food saving, and how to teach arithmetic through liberty bonds and war stamps. And the boys and girls know their geography and their arithmetic better than ever.

One of the big lessons that teachers have been taught by the war is the need of tying up the school work with the daily life of the child.

THE SCHOOLS AND RECONSTRUCTION

The problem of reconstruction so far as the schools are concerned relates chiefly to the work in history and civics, and, in high schools, to courses in economics and sociology.

Teachers of these subjects should take every opportunity to present these new problems to their pupils and discuss with them the solutions that may be suggested.

One of the first problems to be settled is the question of the possible overplus of labor. Opinions differ as to whether there will or will not be an oversupply, but we must be prepared for the worst that may happen.

Every organization of the government as well as the Red Cross and the United War Workers are organizing to be sure that no returning soldier is left without a job. Classes in economics should take up for discussion the probable situation arising from the problems of demobilization and rehabilitation, and should be urged to think about the best way to solve these problems.

The questions of our shipbuilding program is an interesting one. Shall we continue to build ships? The world needs them, but should we take on our shoulders the burden of reconstructing the world's merchant marine? Will we have a great foreign trade after the war? Can we continue to sell to other nations and continue to refuse to buy from them, or can we set up trade barriers and expect other nations not to set them up?

The contributions to the Red Cross and the War Workers emphasize the growth of a new spirit of humanity which may be discussed from an international as well as a national point of view. The work of the Juniors especially gives a chance to develop the idea of a new kind of world citizenship. We are our brother's keeper even if that brother lives across three thousand miles.

THE GREAT WAR

QUESTIONS AND ANSWERS

Readers seeking information on the war are requested to make their questions definite and concise. Naturally questions of general interest will receive first consideration.

Please tell something of the structure and use of the Davis non-recoil gun.

Because of their fragile structure, aircraft cannot withstand the shock attending the recoil of ordinary cannon fire. The Davis non-recoil gun overcomes this difficulty. It has no breech, the barrel being open at both ends. The explosive is placed in the middle. When the gun is fired, a projectile is discharged from the muzzle of the gun, and a harmless charge of fine shot from the rear. The shock of the recoil from the one charge exactly balances that of the other. Guns of this character, with a diameter of one and one-half and two inches, have been operated successfully in United States naval airplanes. They are intended especially for use in combating submarines.

What is the meaning of "khaki," and when was this material first used for army uniforms?

Khaki (ka'ki) is a Hindoo word, meaning dust or dust-colored. Uniforms of khaki color were first used in the Boer war in South Africa, 1899-1902. Its peculiar shade, which blended with the color of the landscape, rendered it especially valuable for troops operating in the Boer country. In 1900, the United States Government adopted khaki, not only for uniforms, but also for tents and soldiers' kits. At first our khaki was rather light in hue; later it became darker, a rather brownish yellow. At the beginning of this war, the Germans clothed their army in "field gray." Influenced by their example, we adopted an olive drab, so called. Since then American service uniforms have been of many shades, running from olive drab to a rather lightish gray.

What is the paravane, and of what use has it been in the present war?

The paravane is an instrument which, in advance of the warship, clips the steel wire mooring ropes of the mines, thus rendering mine-strewn areas harmless. German naval experts were greatly puzzled by a mystery which remained unsolved until the signing of the armistice. They could not understand how the British Grand Fleet could push forward through dense mine fields which the Germans thought were certain death traps for enemy warships. The secret of British success lay in the paravane, an instrument invented by Lieutenant Burnley, and officially adopted by the British Navy in 1916. From the time of the adoption of the paravane to the close of the war, only two warships were reported to have been sunk by mines.

THE VICTORY LIBERTY LOAN

This stirring call to the teachers of America is issued by the Treasury Department in order that those who shape public opinion in each locality may lose no opportunity to continue to help our country in the hour of need:

"The great mission of America is not yet accomplished. The things our men fought for and died for are not yet established and fixed. The splendid work of our soldiers and sailors supported by our people at home has cleared the way, has removed the great obstacle to world peace and world justice. Autocracy and all its evil have been defeated; the destructive part of the program has been accomplished; the constructive part remains to be done.

"Finance played a tremendous part in the war just closed as it does in all wars, and finance must play a great part in the reconstruction that must follow. More than that—the bills for much of the work done by our Army and Navy are yet to be paid. Our military and naval forces must be maintained until demobolization, and our wounded and crippled cared for.

Financing Peace

"The Fifth Liberty Loan which is to be issued this spring is to wind up our war finances and to finance the peace that has come to the world. It was the part of war to send our men to France and to maintain them there in fighting order; it is the part of peace to bring them back and to restore them to civil life—not to cut them adrift, but to demobolize them and put them back in civil life with as much care and pains and expense, if necessary, as were exercised to call them from their private occupations and send them to risk their lives for their country's sake.

Loyalty to Our Fighters

"The duty of the American people to support the Fifth Loan is just as strong and just as urgent as it was to support the nation when the Germans were sweeping towards the channel ports. To desert our champions the moment they have destroyed our enemies is nothing short of cowardice; to refuse to finish their work is unworthiness. We were loyal to them when they were fighting for our safety; shall we be disloyal to them so soon as our safety is assured?

Solemn Call of National Honor

"The greatness of America was never so assured, was never so unquestionably recognized by the world as now. The power and might, the earned and deserved reputation of the United States must be maintained. We occupy a commanding position in the world, gained by our fighting men and the way the people at home supported them. The superb record must not be marred by a failure now.

"The Fifth Liberty Loan must be a success. It has not behind it the excitement of war, the urge of danger, the enthusiasm of coming victory. But it has behind it the solemn call of a great national duty to our soldiers and sailors, the quiet and imperative call of the nation's honor and its duty to the rest of the world.

LAND RECLAMATION

There can be no wiser investment that a nation can make than to add to its territory by taking from desert and waters and desolation land that is now useless. Nations make war upon each other that they may have new lands—lands in tropical Africa, in remote Asia. They spend life and go deeply into debt that they may gain small domains already filled with an unprogressive people. And here, under our own flag, we have land as rich as the Valley of the Nile, not ours yet, for it does not serve us, which we can conquer with a little thought and the lending of a little money. This is conquest worthy of a democracy, giving free men their chance to make themselves economically free without the shedding of blood or the breaking of hearts.—*Franklin K. Lane, Secretary of the Interior, Nov. 20, 1918.*

THE AMERICAN "IMCA"

An American war worker in Italy was puzzled for a time by the praise for American aid expressed by the spokesman of an Italian brigade. Again and again the Italian, who knew only a little English, referred to the 'American Imca," and said that its work for the Italian soldiers was "fine." At last it dawned upon the American that the Italian was talking about the Y.M.C.A, in whose hospitable quarters so many of the Italian soldiers had been received and helped.

EVALUATE EXPERIENCES OF THE WAR

The rehabilitation of wounded soldiers, methods and results of industrial training for war workers, the use of vocational and technical schools for training army mechanics, and the war-time participation of women in industry, are among the many questions to be discussed by the National Society for Vocational Education at its twelfth annual convention to be held at St. Louis, February 20-22. Agricultural, commercial, industrial, and home economics education will be discussed in section meetings. It is the purpose of this convention to evaluate as far as possible the experiences growing out of the war that have a significant bearing upon vocational education and its future development in this country.

KINDERGARTEN READING COURSE

In order to provide special help for teachers in service, the Bureau of Education, with the co-operation of the committee of the International Kindergarten Union, has just arranged a reading course for Kindergarten teachers. Each teacher who wishes to register for the course should write at once to the Kindergarten Division, Bureau of Education, Washington, D. C., giving her name, post office address, and a brief statement of her education and experience. A kindergarten teacher's reading course certificate, signed by the United States Commissioner of Education, will be awarded to those who give satisfactory evidence of having read intelligently fifteen books, as indicated in the list, within two years of the time of registering.

NATIONAL

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CHASING THE PIRATES

Dapper Little Submarine Chasers Take Thrilling Part In Destroying Undersea Craft of Enemy

Low, lean, and rakish, the arrow-swift submarine chasers of the United States put the fear of God into the hearts of the German pirates. From Queenstown, Ireland, to Corfu in the Adriatic, they patrolled the coast of Europe. Of the submarines whose destruction overseas has been officially credited to the United States Navy, 40 per cent were sent to the bottom by these strange little ferrets of the fighting zone.

The First Fleet

The first fleet of ten of these 110-foot craft did not sail for Europe until February 22, 1918, so they had but seven months' work as against a year and a half for the regular United States navy.

The story of these submarine chasers begins with Franklin D. Roosevelt, Assistant Secretary of the Navy. He called to Washington Mr. Swasey, a leading naval architect, and put him to work with naval experts in the production of a submarine chaser to be built of wood, to be as large as could be built by the average yacht-yard and as fast as reliable gasoline engines could propel her. Above all, the boat was to be absolutely seaworthy. In April, 1917, the first contracts were let for three hundred fifty-six of these boats and these were practically all completed by the following December.

A Typical Submarine Chaser, 110 Feet Long, 15 Feet in Width, Which Helped Clear the Sea of Pirates

Crossing the Atlantic

Fifty boats of the first lot were turned over to France and crossed the Atlantic early in the winter of 1917-18. Because of their limited fuel capacity, most of them were towed over. A few were lost, so our naval officials devised a plan for fueling the boats at sea so they could run the entire distance under their own power. It was found that the boats could take care of themselves in the heaviest weather when under their own power. Of 135 American 110-footers that were sent across the Atlantic, only one was lost, due to an explosive which blew a hole in the boat while she was in mid ocean.

The boats were sent overseas in groups of ten or more, proceeding first to Bermuda, thence to the Azores, and from there to Gibraltar. From here they were distributed to the operating stations. At the close of the war the fleet was located approximately as follows: Plymouth, England, 52 boats; Brest, France, 12 boats; Gibraltar, 18 boats; Corfu, 36 boats; Azores, 14 boats.

A Strange Adventure

A thrilling story is told of one of the first convoy of French boats which were taken across in January, 1918. They encountered a terrific storm about half way between Bermuda and the Azores and one of the chasers was abandoned. There she was, left alone in mid-Atlantic with practically no gas, no oil, and with no navigating instruments but a compass. The first thing the captain did was to take all the salad oil from the crew's lockers, a delicacy which French sailors invariably carry. This he used for lubricating oil for the starved machines. They then rigged a sail from blankets on the wireless mast, and 39 days later made port at the Azores, with all hands and the ship.

Fuel for the Chasers

For fueling on the overseas trip, two tankers, *Arethusa* and *Chestnut Hill*, were equipped with special pumps and hose attachments so that at any time from two to six of the submarine chasers could come alongside and "get a drink." Two boats could fuel in almost any weather at a speed of six knots.

Locating Mine Fields

The first 36 boats went directly from Gibraltar to Corfu. They operated continuously in the Mediterranean and it was

(Continued on page 2)

OUR SOLDIERS BECOME SERIOUS STUDENTS

War Service Libraries Provide Books to Meet Increased Demand to Study the Vocations

With the signing of the Armistice, the war service libraries of the American Library Association entered upon a period of transition. The atmosphere of excitement and release from tension which pervaded the nation was perhaps even more in evidence in the camps and hospitals in America and overseas. For a number of days there was no serious study. There was some desultory reading of fiction of the sort which demanded little of concentration.

When the spirit of holiday had burned itself out, the center of interest upon the shelves of the camp and hospital libraries shifted to books on trades and professions and technical books in general on subjects other than military science. Anything which pointed the way back to the "home job" was eagerly sought by the soldiers.

Home Jobs

In the new situation, the American Library Association took for its aim getting the man back to the "home job" more "fit" in the quality of his mental training than he had been when he entered the service. The range of the vocational and technical books was increased everywhere to meet the demand.

Vocational Books

The vocational books are being distributed evenly throughout the Library War Service, in order that the man in any stage of the demobolization process may find at hand the books he needs for study. The number of technical and vocational books sent overseas has passed well beyond the half-million mark, and is growing rapidly. To the men in quarantine, awaiting embarkation for America, every moment is precious. On each transport, a complete floating library is being installed, numbering 2500 volumes for the largest vessels. Among these books is a miniature vocational library, containing books on every important occupation and profession, so that the returning soldiers may spend their

(Continued on page 4)

CHASING THE PIRATES

(Continued from page 1)

a part of this fleet, 12 boats in all, that took part in the famous battle of Durazzo, when the allied fleet captured this Austrian naval base in the Adriatic in the early part of October. The American chasers were in command of Capt. C. P. Nelson, U. S. N.—"Dare Devil Nelson" they call him in the navy because, as Capt. Tompkins said, in telling the story recently: "Nelson is one of those men who is always present when some hairbrained job has to be undertaken." It was the duty of the American submarine chasers to pilot the larger units of the battle fleet through the Austrian mine fields by locating the mines as they went along and marking safe passages by means of flags fixed on small boats. While this work was going on, there was a heavy sea running, and to add to the "pleasantness" of the situation the Austrian shore batteries opened fire with their big shells.

Sinking Submarines

The American boats were unable to maneuver out of range because of the mines, so that for over an hour the little 110's went forward with their work as coolly and as skillfully as if they were on a squadron sail. Through the mine field they came unscathed, and with the fleet at their heels, they made a dash for the harbor. Two Austrian submarines bobbed up in front of them and one let go a torpedo which hit a British destroyer without sinking her. The American chasers swooped down on the "subs" and, by superb marksmanship, punctured and sank both of them with their 3-inch guns.

Policing War Zone

Probably the most systematic and arduous work of submarine hunting was done by the Plymouth fleet. They were located in a particularly vital spot and great responsibility was entrusted these boats to keep the channel free of enemy submersibles. It was here that the detecting devices were first developed and used successfully on these small boats.

The boats hunted in groups of three. Each boat equipped with radio telephone in addition to wireless would move along a prescribed course in conjunction with its mates. Every little while the engines would be stopped and the listening crew would try intently to locate the thrilling throb of the "sub." Then they would proceed again, moving ahead and listening day in and day out, sweeping the expanse of danger area sometimes a hundred and two hundred miles from the base.

Secretary Daniels' report, recently published, shows that the submarine chasers in the war zone alone, covered an average of 121,000 miles a month, or an approximate average of 1000 miles a month for each boat. This record constitutes practically one-fifth of all the mileage of the entire American naval fleet in the war zone.

Deadly Work of Chasers

The following account of the attack of submarine chaser No. 129 on an enemy submarine was recently given out by the Navy Department:

"About 10:25, U. S. Submarine Chaser No. 129, the rear ship of Unit B, then steering a northeasterly course to take position on assigned patrol line, sighted a moving periscope feather on her port quarter, distant about sixteen hundred yards. The feather was moving in a southerly direction and was seen by the executive officer and by members of the crew. A signal was sent immediately to the S. C. 215, reporting a submarine sighted, and the course was altered slowly to the left so as to deliver an attack at right angles. The speed of the submarine was estimated to be about six knots. It was headed in a general southerly direction, apparently getting into position to attack the bombarding forces. About the same time a second periscope feather was sighted a little farther to the westward.

Using the Depth Bomb

"At 10:34, a stern bomb was dropped, due to the whistle having been accidentally blown. After this explosion the submarine submerged for almost a minute and then reappeared showing both periscopes. At 10:36, S. C. No. 129 commenced laying a pattern of depth charges ahead of the submarine and at right angles to his course. All charges were set at fifty feet except number eight which was set at one hundred fifty feet. After bomb number two was dropped the periscope was still plainly visible but disappearing. Bomb number three was dropped just before reaching his wake and it seemed that the course being steered by 129 would bring the fourth bomb directly over the submarine. After bomb number five was dropped it was necessary to slow to five knots on account of engine trouble. In the water thrown up by bomb number seven, a number of objects resembling pieces of metal appeared.

"The chaser, after delivering her attack, steamed back toward the bombed area and found thick brown oil spreading and numerous bubbles rising. The vessel was stopped. At 10:40, a circle of white, bubbly water suddenly rose to the surface about twenty-five yards distant on the starboard beam. This boiling patch lasted for about twenty seconds and then subsided. After this, bubbles continued to rise. These patches and bubbles gave every indication that the submarine was destroyed."

A Depth Bomb Destroying a Submarine

Part of the Fleet of American Submarine Chasers at Their Base at Plymouth, England

"NEW OCCASIONS TEACH NEW DUTIES"

In speaking of the new national and international questions created by the war, Secretary Franklin K. Lane, of the Department of the Interior, says:

"Now it is the duty of the American citizen to know of these things; to talk of them, as a process of whipping his own chaotic notions into shape; to project himself into a world where all horizons are new. While yet we may hardly be said to have learned to think nationally, we are compelled to give serious concern to the affairs of people of whom we had not heard four years ago.

"We must set about making ourselves adequate to think in the larger terms of this greater life. Yet we must hold fast to that which makes possible any such broad conception—the ability of men and women to live together under the proved form of our own Government. To think in terms of many democracies or of mankind, we must work in terms of America. Our international value depends upon our national strength, unity, and vision. And this in turn must in a democracy rest upon the intelligence, the capabilities, and the character of the individuals who make the Nation."

HISTORIC PHRASES OF THE WAR

Notable Slogans, Terse Epigrams, and Laconic Messages By Leaders in the World Struggle

The war has called forth many dramatic phrases, slogans, terse epigrams, and laconic messages. Most of these grew out of battle crises or historic moments when the fate of nations hung in the balance. Here are a few of them with the settings in which they originated:

"They shall not pass."—This saying passed from lip to lip among the French soldiers gathered in battle line to check the terrific onslaught of the Germans in front of Verdun in 1916. Some have attributed the saying to Marshal Joffre, others to Marshal Petain who was in direct command of the French fighting forces at Verdun. Others believe the saying originated with the men in the ranks. At any rate, the fighting men adopted the saying, and the Germans did not pass.

"Lafayette, we are here."—General Pershing spoke this laconic message as he placed a wreath on the tomb of Lafayette in the Picpus cemetery in Paris shortly after the arrival of the American forces in France. To the Americans it meant, "We are here for business, and our business is to fight for justice and humanity."

"My right is crushed, my left is in retreat, I am attacking with my center."—General Foch sent this memorable message to Marshal Joffre when, in the first battle of the Marne, his forces had been almost overwhelmed by the onward sweep of the Germans. General Foch's action resulted in driving a wedge through the German lines that started their retreat to the Aisne.

"We can start at once, we made our preparations on the way over."—When the first American warships arrived in England in May, 1917, Vice Admiral William S. Sims commanding the American naval forces in European waters was asked, "When will you be ready for business?" He replied in these memorable words which were characteristically American.

"Infantry, artillery, aviation, all that we have is yours. Dispose of it as you will."—This is a part of the message sent by General Pershing to Marshal Foch, who had just been made commander of all the allied forces. It revealed the American determination to coöperate completely with the Allies to help win the war.

"Go to Hell."—This was the retort of Major Charles Whittlesey, commander of the "lost batallion" of the American army in the Argonne Forest, to the German commander when the Germans surrounded his isolated batallion and demanded its surrender. However harsh-sounding the words, they revealed the dogged determination and unspeakable courage which saved the day for the Americans.

"Every position must be held to the last man. There must be no retirement. With our backs to the wall and believing in the justice of our cause, every one of us must fight to the end."—This stirring appeal was addressed to the British soldiers on April 13, 1918, by Marshal Haig. For three weeks the Germans had battered the English lines in a desperate effort to separate them from the French and drive through to the channel ports. This appeal stirred not only the hearts of the allied armies, but the souls of the allied people throughout the world, and the great onslaught of the German hordes was stayed.

"It had only to come out."—Vice Admiral Sir Rosslyn Wemyss conveyed to the commander of the German fleet the naval terms of the armistice. One of the German admirals declared in astonishment, "It is inadmissable that our fleet should be given up without having been beaten." "It had only to come out," was the laconic reply of Admiral Wemyss.

"The German flag is to be hauled down at 3:57 and is not to be hoisted again without permission."—This was Vice Admiral Beatty's historic signal when the surrendered German warships were escorted into British waters and safely moored there.

A Fleet of American Submarine Chasers Policing the War Zone

"The Red Cross! The most sacred words in the English tongue. They stand for all that is good and comfortable in a soldier's life. They mean home, clothing, bandages, the alleviation of suffering when a bullet finds him."—*Tom Skeyhill, Australian.*

THE WORLD LEAGUE OF NATIONS

Working Basis Outlined at Plenary Session of the Peace Conference—Responsibility of Authors of War

One of the first notable acts of the Peace Conference was the formal agreement upon a general plan for the creation of a League of Nations. The following resolution was adopted by the full session of the Peace Conference, in Paris, January 25. This resolution forms the working basis for determining the final organization of the League, and finding the facts upon which a final peace settlement may be made:

"The Conference, having considered the proposals for the creation of a League of Nations, resolved that:

"It is essential to the maintenance of the world settlement which the associated nations are now met to establish that a league of nations be created to promote international obligations and to provide safeguards against war.

"This league should be created as an integral part of the general treaty of peace and should be open to every civilized nation which can be relied on to promote its objects.

"The members of the league should periodically meet in international conference and should have a permanent organization and secretaries to carry on the business of the league in the intervals between the conferences.

"The conference therefore appoints a committee, representative of the associated governments, to work out the details of the constitution and the functions of the league and the draft of resolutions in regard to breaches of the laws of war for presentation to the Peace Conference.

"That a commission, composed of two representatives apiece from the five great powers and five representatives to be elected by the other powers, be appointed to inquire and report upon the following:

"*First.* The responsibility of the authors of the war.

"*Second.* The facts as to breaches of the laws and customs of war committed by the forces of the German Empire and their allies on land, on sea, and in the air during the present war.

"*Third.* The degree of responsibility for these offenses attaching to particular members of the enemy's forces, including members of the General Staffs and other individuals, however highly placed.

"*Fourth.* The constitution and procedure of a tribunal appropriate to the trial of these offenses.

"*Fifth.* Any other matters, cognate or ancillary to the above, which may arise in the course of the inquiry and which the commission finds it useful and relevant to take into consideration."

WORLD-WIDE DEMOCRACY

It is the dawn.
Great forces are set free.
All hail the day!
World wide Democracy!

—*Katrina Trask.*

OUR SOLDIERS BECOME SERIOUS STUDENTS

(Continued from page 1)

time on the water studying up for the "home job." In the American camps which are serving as demobilization centers and in the reconstruction hospitals, books on advertising, salesmanship, automobiles, shipbuilding, and scores of other vocations are at the service of the men.

Soldiers Acquired Library Habit

In the camps and hospitals, a relatively small proportion of the men had been library users before the war. A much larger percentage had become library patrons during their period of training. Among the men of those two classes, there was no especial need of advertising the facilities for vocational study—they had acquired the "library habit." When they felt the need of preparation for civil life, they turned naturally to the war service library for help as they will continue to depend on the public library after their discharge.

Special Vocational Book Lists

To implant the vocational study idea, book lists were issued on 24 of the more important vocational subjects, presenting in a popular, understandable way, an average of six titles upon each subject. These lists are being displayed in racks, prominently placed in camps and hospitals and on transports. In the large camps which are serving as demobilization centers, racks are placed in the recreational buildings and in every center where men congregate.

Sick Men Serious Readers

Even in hospitals, where among sick men one would expect the serious study to be slight, the books on vocations now have first call. Here is an account of their reception, coming from one hospital librarian:

"Our old-time thrillers must wait now while the men study about automobiles, cabinet building, and all sorts of things. Instead of burying themselves in the latest magazines, they are working problems in algebra when the lights are turned out in the library at nine o'clock. It seems that a general work fever has broken out in our hospital. The call for books has been so great that it has been hard to keep up with the demands.

"'Say, fellows,' this is pretty soft, isn't it? We can just lie here in bed and learn how to be good salesmen all by ourselves.' 'Will you bring me something good on engineering drafting?' 'Poultry raising for me.' 'I'll bet you don't have anything on shipbuilding.' These were some of the remarks which greeted us in the first ward. I think the books on shipbuilding were the most warmly received.

Although hundreds of thousands of men have already been discharged from the military service, the vast number remaining needs more than ever the especial service which the American Library Association is able to render. The work in the hospitals will continue for at least a year.

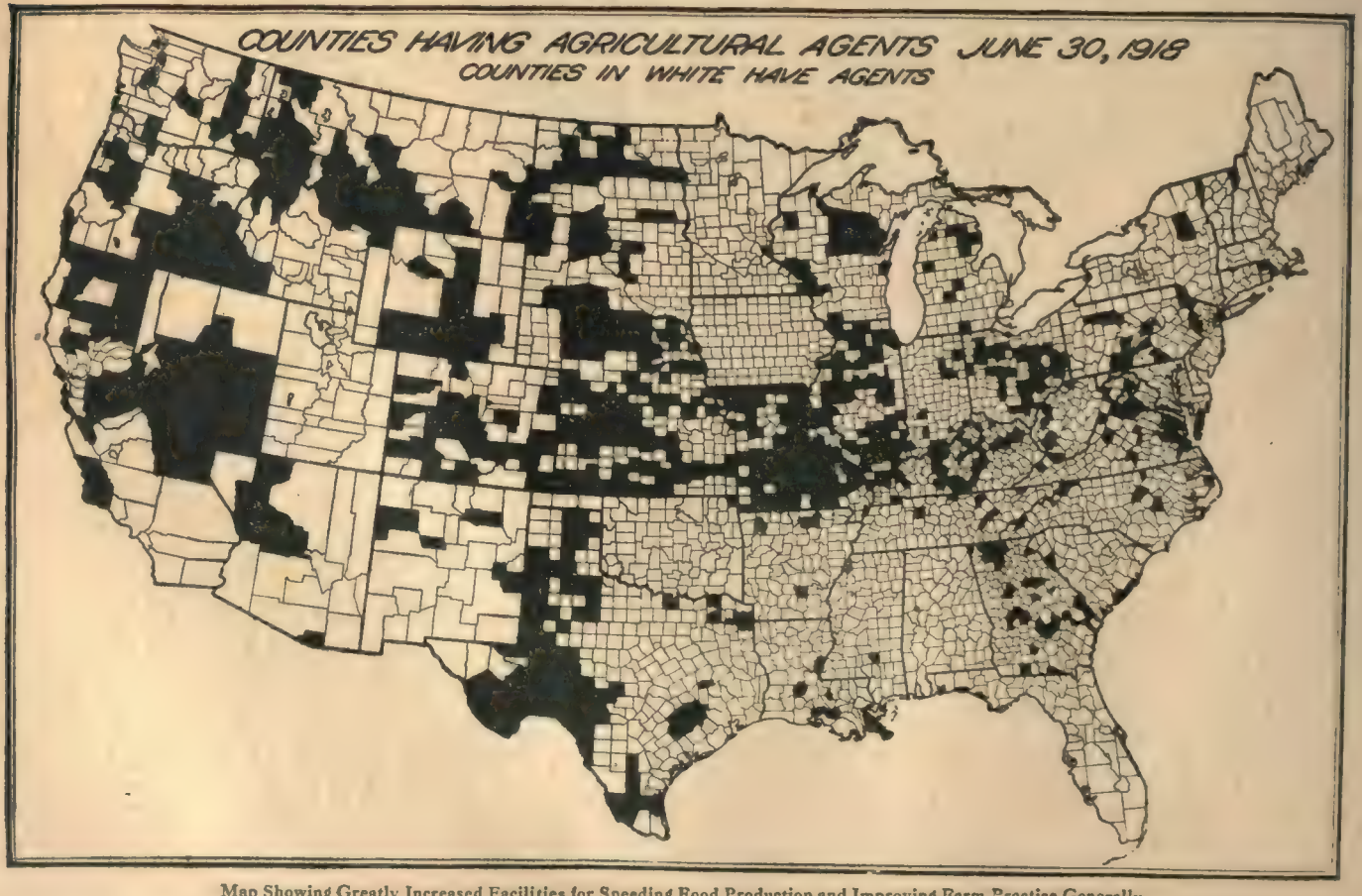
CARING FOR WOUNDED SOLDIERS

So fortunate have we been as a Nation that about 34 out of every 35 of our soldier and sailor boys will be able to come home uninjured to take up their old occupations at once. About one out of 35, or a total of perhaps 100,000 men, are so disabled as to require hospital treatment. The experience gained from our Allies shows that about 80,000 of these, or four out of every five, will be able, when their wounds have healed or their diseases have been cured, to follow the old occupations successfully. While the task of finding employment for all these soldiers and sailors who are able to go back to the old job is a large one, it is primarily an administrative problem.

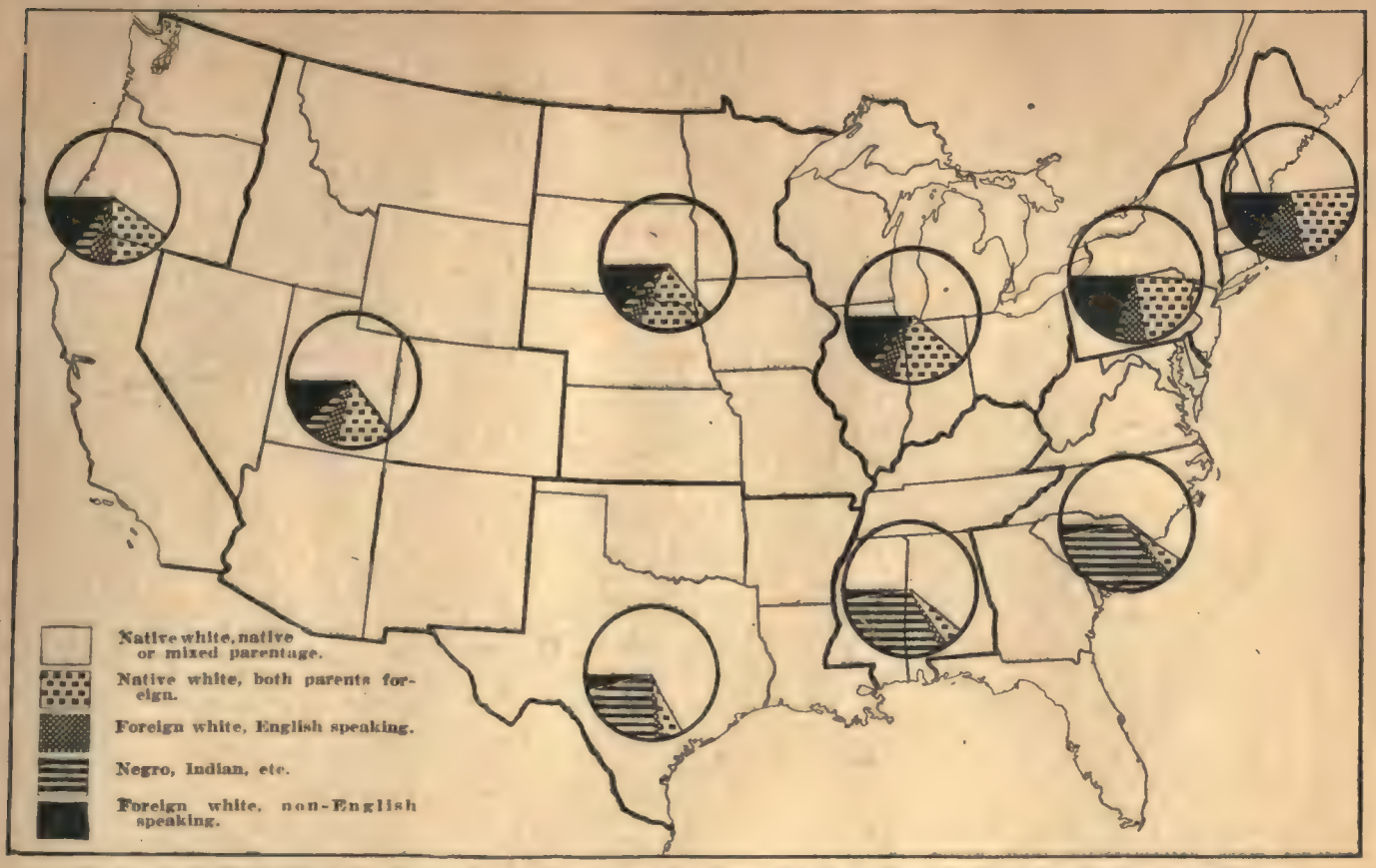
By the Vocational Rehabilitation act, the Federal Board for Vocational Education is charged primarily with the direct duty and responsibility of helping these men to get employment and of following them up so that if they do not get along or if a recurrence of the old injury or disease takes place, the Federal Board may train them for some other occupation for which they are better fitted and help them to secure employment in it. In the placement of disabled men in employment the Board will, in the discharge of its direct responsibility for each individual case, use the facilities of the Department of Labor where needed.

About 10,000 of the 100,000 men, or one out of every ten, will be unable because of the serious handicap which injury or disease has brought to them to follow any occupation with any degree of success even with training. They will become permanent wards of the Nation, for whom provision will be made.

The remaining group of about 10,000 disabled men, or about one out of every ten injured or diseased, will not be successfully able to follow their old professional, commercial, agricultural, or industrial occupations, and must be trained for some new occupation.—*Federal Board for Vocational Education.*



Map Showing Greatly Increased Facilities for Speeding Food Production and Improving Farm Practice Generally


Native white, native or mixed parentage.
Native white, both parents foreign.
Foreign white, English speaking.
Negro, Indian, etc.
Foreign white, non-English speaking.

The Americanization Problem. Map Showing Relative Proportions of Five Groups of the Population of the United States by Geographical Divisions

THE MAKERS OF THE FLAG

[War-time patriotism is only a part of the devotion to country aroused by the successful teacher. Real Americanism and true education for citizenship involve a constructive peace-time patriotism also, as is suggested in the following parable, written by Franklin K. Lane, Secretary of the Interior, some time before our entrance into the war.]

This morning, as I passed into the Land Office, The Flag dropped me a most cordial salutation, and from its rippling folds I heard it say: "Good morning, Mr. Flag Maker."

"I beg your pardon, Old Glory," I said, "aren't you mistaken? I am not the President of the United States, nor a member of Congress, nor even a general in the army. I am only a government clerk."

"I greet you again, Mr. Flag Maker," replied the gay voice, "I know you well. You are the man who worked in the swelter of yesterday straightening out the tangle of that farmer's homestead in Idaho, or perhaps you found the mistake in that Indian contract in Oklahoma, or helped to clear that patent for the hopeful inventor in New York, or pushed the opening of that new ditch in Colorado, or made that mine in Illinois more safe, or brought relief to the old soldier in Wyoming. No matter; whichever one of these beneficent individuals you may happen to be, I give you greeting, Mr. Flag Maker."

I was about to pass on, when The Flag stopped me with these words:

"Yesterday, the President spoke a word that made happier the future of ten million peons in Mexico; but that act looms no larger on the flag that the struggle which the boy in Georgia is making to win the corn club prize this summer.

"Yesterday, the Congress spoke a word which will open the door of Alaska; but a mother in Michigan worked from sunrise until far into the night to give her boy an education. She, too, is making the flag.

"Yesterday, we made a new law to prevent finnancial panics, and yesterday, maybe, a school teacher in Ohio taught his first letters to a boy who will one day write a song that will give cheer to the millions of our race. We are all making the flag."

"But," I said impatiently, "these people were only working!"

Then came a great shout from The Flag:

"The work that we do is the making of the flag.

"I am not the flag; not at all. I am but its shadow.

"I am whatever you make me, nothing more.

"I am your belief in yourself, your dream of what a people may become.

"I live a changing life, a life of moods and passions, of heart breaks and tired muscles.

"Sometimes I am strong with pride, when men do an honest work, fitting the rails together truly.

"Sometimes I droop, for then purpose has gone from me, and cynically I play the coward.

"Sometimes I am loud, garish, and full of that ego that blasts judgment.

"But always, I am all that you hope to be, and have the courage to try for.

"I am song and fear, struggle and panic, and ennobling hope.

"I am the day's work of the weakest man, and the largest dream of the most daring.

"I am the constitution and the courts, statutes and the statute makers, soldiers and dreadnaught, drayman and street sweep, cook, counselor, and clerk.

"I am the battle of yesterday and the mistake of tomorrow.

"I am the mystery of the men who do without knowing why.

"I am the clutch of an idea, and the reasoned purpose of resolution.

"I am no more than what you believe me to be and I am all that you believe I can be.

"I am what you make me, nothing more.

"I swing before your eyes as a bright gleam of color, a symbol of yourself, the pictured suggestion of that big thing which makes this nation. My stars and my stripes are your dream and your labors. They are bright with cheer, brilliant with courage, firm with faith, because you have made them so out of your hearts. For you are the makers of the flag and it is well that you glory in the making."

THE SONS OF THE FLAG

Here's to the Blue of the wind-swept North,
When we meet on the fields of France;
May the spirit of Grant be with you all
As the sons of the North advance!

And here's to the Gray of the sunkissed South,
When we meet on the fields of France;
May the spirit of Lee be with you all
As the sons of the South advance!

And here's to the Blue and Gray as one,
When we meet on the fields of France;
May the Spirit of God be with you all
As the sons of the Flag advance!

—George Morrow Mayo.

THE MENTAL RATING OF SCHOOL CHILDREN

Experience With Army Intelligence Tests Suggested as Basis for Better Classification of Pupils

Children differ radically in physical traits; they differ no less markedly in intelligence and temperament. For this reason, both physical and mental measurements are of practical importance in connection with educational effort.

Army Intelligence Tests

The application of methods of mental measurement in the army to more than one and three-quarters millions of men has demonstrated most convincingly the practicability of methods of mental testing for the classification and placement of men. The army method of examining men in large groups promptly supplied rough measurements of mental alertness or general intelligence which could be used, first as a basis of classification, and subsequently as a partial basis for occupational placement or for military training.

By grouping recruits in accordance with mental ratings, placing the highly alert men in one group, the mentally sluggish individuals in another, and the intermediates in a third group, it was possible for military instructors to adapt their procedures more satisfactorily than would otherwise have been the case to the individual's ability to learn. The alert group could progress most rapidly, the others at speeds proportionate to their intelligence.

Every Man a Proper Chance

Far from being unfair to the individual, this procedure gives every man his proper chance to learn. The quick individual is not retarded in this instance by the slow or the dull, and the latter, by contrast, is not forced beyond his capacity and either discouraged or harrassed by his inability to meet his instructors' expectations.

Group Examinations for Schools

The lessons which psychological examining in the army and the military uses of mental ratings have taught us must not be lost to education. It is possible to devise methods of examining school children by groups and of securing thus mental ratings which shall be used in connection with grading and choice of methods of instruction.

Insures Equality of Opportunity

Although this procedure at first appears undemocratic, it is in fact quite the reverse, for equality of opportunity is determined by the relation of the individual to his environment. A given educational opportunity or mode of instruction has the same value for two individuals only if they happen to be so much alike mentally that they can react in similar fashion. To place together in the same school class and to attempt to educate by precisely similar methods of instruction children who, although of approximately the same age, are of very different degrees of intelligence or mental ability, is just as unfair, and therefore as undemocratic, as it is to expect or require the same kinds and amounts of physical activity or achievement from different individuals.

It happens that we admit today the necessity of adapting physical instruction to the characteristics of the pupil, but we still deny or overlook the necessity of similarly adapting our procedures of intellectual training to the mental characteristics and capacity of the child.

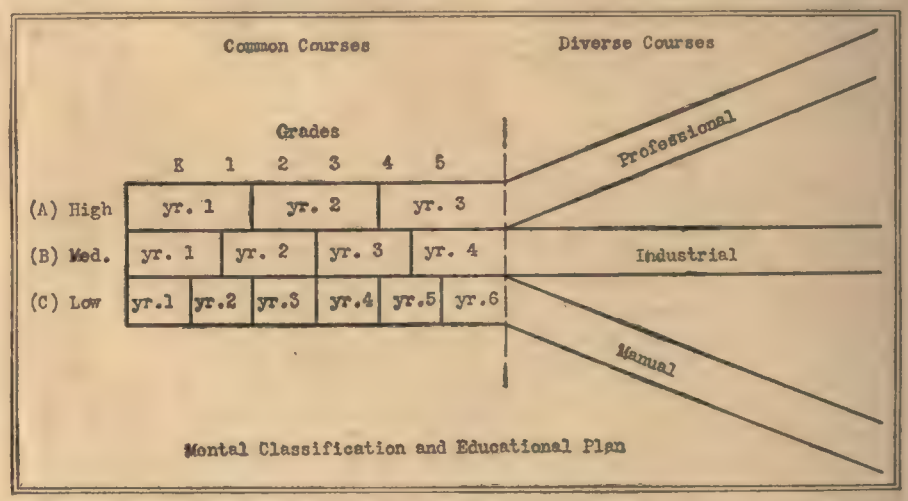
Must Not Ignore Individuality

Our ostensibly democratic public school system fails of just treatment to the individual because it largely ignores the principal facts of individuality. We must seriously inquire how this weakness may be remedied and how equality of educational opportunity may be achieved.

The solution of this problem which we desire to suggest is reasonably simple and also, we believe, practicable.

Classification of School Children

It is proposed that as they enter school, children shall be mentally rated, and in accordance with their ratings, which must of course be reliable, placed in one of three mental groups, which we may designate as A, B, and C. In A would appear all individuals possessing mental alertness or general intelligence of high degree; in C, those of relatively low intelligence; and in B, the intermediates.



Mental Classification and Educational Plan

The pupils of a given grade when classified mentally would constitute three class sections in a given room, or, if the school were large, the units of three separate class rooms; but whether these sections worked in the same or in different rooms, they should be permitted and required to progress in their school work in accordance with their respective abilities.

Teachings of Experience

It has already been demonstrated abundantly by school experiments that the A group can progress about twice as rapidly as the C group. It is therefore reasonable to assume that the A group would accomplish as much grade work in one year as the B group would in one and one-half years and the C group in two years.

The accompanying rough diagram represents the arrangement which we are attempting to describe. It shows the segregation of a class into high, medium, and low sections (A, B, and C) and the progress by years of study of each of these sections through kindergarten and grades one to five.

School experience in relation to practical mental measurement indicates that by the time the fifth grade is reached a new sort of difference, in addition to that of rapidity of progress, will appear between the sections. Pupils of the A section may show slight change in educational response or mental attitude, but many of the pupils in the C section will exhibit signs of inability to profit by their school work. They may even fail repeatedly of promotion. Stated baldly this means that some of the pupils have already practically reached the limit of educability in the lines of our present elementary school curriculum. The necessary inference is that if their education is to be continued at all profitably it must be in a somewhat different direction and by a different pedagogical procedure.

Divergent Courses

It is for this reason that, following the fifth grade, the educational channels of sections A, B, and C are shown in the diagram as diverging from one another.

The diagram may be interpreted as implying the existence of three types of school, which should carry their pupils either as far as educability permits or to the point of preparedness for intelligent choice of a vocation. Roughly, the educational procedures and aims of these three schools would be professional, industrial, and manual. Pupils of section A, possessing excellent intelligence, can, if they so desire, proceed successfully and profitably in the professional channel, fitting themselves for vocations which require facility in mental work and a high degree of intellectual training. By contrast, pupils of section C, with a relatively low degree of intellectual ability, will follow usually the channel of manual training, thus fitting themselves for vocations which are primarily dependent upon physical strength, manual dexterity and skill instead of mental initiative, insight, and originality of thought. Pupils of the intermediate section may profitably follow the industrial channel, thus fitting themselves for various types of skilled labor and for the lower grades of intellectual occupation.

Re-rating and Transfer of Children

It is of the utmost importance, if mental classification of pupils and differentiation of training beyond the fifth grade be introduced, that all children be re-rated at intervals and, as necessary, re-classified

within the school system. Moreover, it would be absolutely essential to permit transfer of children among the three divergent courses; thus, for example, on indication of suitable ability a pupil might be transferred from the manual to the industrial course, or from the professional to the industrial, or from the industrial to the manual or to the professional. There should be nothing fixed so far as the individual is concerned, and the sole purpose of the system should be to supply to every pupil the maximum and the optimum of opportunity for educational and vocational training.

Provides Vocational Guidance

The proposed plan is quite as important in its vocational as in its strictly educational bearings. It would, we believe, do more than any educational system has yet accomplished toward suitably directing children early in their school careers toward that group or general range of occupations for which they are best adapted.

Finally, it should once more be emphasized that the plan is alike fair to all industrial classes or levels and that the child of the poorest laborer has precisely the same opportunity to achieve a place in the A section and in the professional channel of training as has the economically more fortunate child of the laborer's employer. Instead of tending to develop class distinctions within the social or economic sphere, the plan should lead to the free intermingling of children of the various strata in any given intelligence section. The basis of classification then would be mental ability and educability, and that classification would be established and maintained in the interests wholly of educational efficiency, equality of opportunity, and justice to the individual.—*Major Robert M. Yerkes.*

MY COUNTRY

Your country is all that surrounds you, all that has reared and nourished you, everything that you have loved. That land you see, those houses, those trees, those smiling girls that pass, that is your country. The laws that protect you, the bread which rewards your toil, the words you exchange, the joy and the sadness which come to you from men and the things amid which you live, that is your country! The little chamber where you once saw your mother, the recollections she has left you, the earth where she reposes, that is your country! You see it, you breathe it everywhere! I imagine, my son, your rights and your duties, your affections and your needs, your recollections and your gratitude, united under one name only—and that name will be—"MY COUNTRY!"

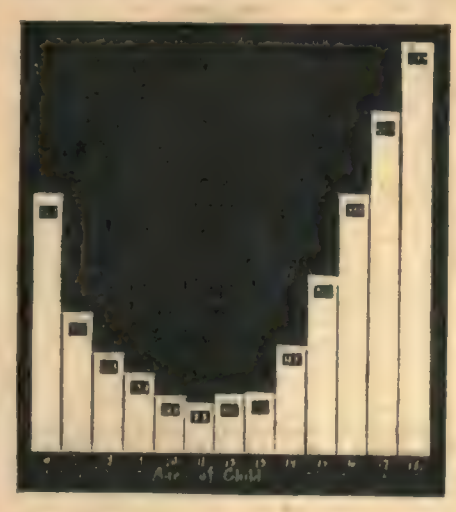
—Emil Souvestre.

STAY IN SCHOOL DRIVE

Children's Bureau Outlines Plans for Keeping Children in School and Asks Teachers' Help

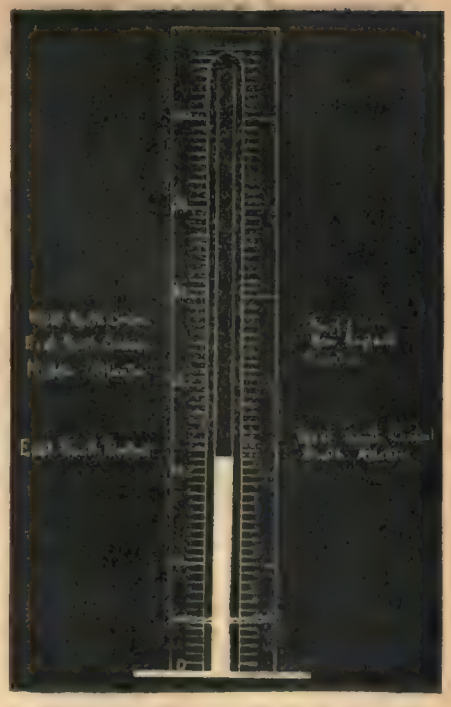
It is well known that a large percentage of children of each age in the United States are not in school. The chart provided herewith by the Children's Bureau shows that at the age of eleven the high mark of school attendance is reached. After that time the children begin to leave school. In the majority of states, children may leave school for work at the age of 14. This fact is reflected in the chart which shows a great increase in the number of children out of school at the age of 14 as compared with that of 13. At the age of 18, only about one-fifth of all children are in school. It is estimated that 1,000,000 children between 14 and 16 years of age leave school each year to go to work.

Suggestions have already been offered teachers, and their help asked, in keeping children in school. The Children's Bureau of the Department of Labor is anxious that the teachers make special effort in behalf of the stay-in-school phase of the back-to-school campaign during the coming four weeks, February 15 to March 15. Many children, they will find, are unfamiliar with laws governing their leaving school for work. Often the teacher can save the children much future trouble if she will familiarize them with the provisions of the



laws which vitally concern them. Copies of the law may be secured from the state department of labor or the factory inspection office. Perhaps some time each week could be set aside during the "stay-in-school" month for making these laws clear to the children, and for discussing with them their chances in different kinds of work. The advantages of two years' additional schooling should be stressed, and in this the stay-in-school leaflet, prepared by the Children's Bureau, will help. This leaflet is addressed to boys and girls and sets forth the reasons why they should stay in school. Any teacher may secure these for free distribution to her pupils by writing to the Children's Bureau, Department of Labor, Washington, D.C. If the child is determined to go to work, the teacher should make sure that he has a position before she allows him to leave school, thus insuring against unnecessary idleness.

The "stay-in-school" campaign will give



the states an opportunity to raise their percentages of school attendance as revealed on the thermometer. Even the West North Central group, which registers highest at 76.3 per cent, has nearly one-fourth of its children out of school. Children may help to make the thermometer mount for their own state by staying in school. Teachers may do their part by seeing that all children of school age in the community come to school.

THE NEW CRUSADE

Life is a trifle;
  Honor is all;
Shoulder the rifle;
  Answer the call.
"A Nation of traders"!
  We'll show what we are,
Freedom's crusaders
  Who war against war.

Battle is tragic;
  Battle shall cease;
Ours is the magic
  Mission of Peace.

Gladly we barter
  Gold of our youth
For Liberty's charter
  Blood-sealed in truth.
"A Nation of traders"!
  We'll show what we are,
Freedom's crusaders
  Who war against war.

Sons of the granite,
  Strong be our stroke,
Making this planet
  Safe for the folk.

Life is but passion,
  Sunshine on dew.
Forward to fashion
  The old world anew!
"A Nation of traders"!
  We'll show what we are,
Freedom's crusaders
  Who war against war.

—Katherine Lee Bates.

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State Editorial Boards, each consisting of five members appointed by the State Superintendents, represent the classroom teachers of the several States.

It is not too early to prepare for the Victory Loan drive.

Every returned soldier should be given a good job. The new American service flag should contain a star for every returned soldier employed.

Illiteracy, the foe of democracy, is much more prevalent in our rural districts than in our urban districts, and the proportion of adult illiterates is higher among men and women of native-born parentage than among those of foreign-born parentage. These facts should not be allowed to sink out of sight until effective steps have been taken to reduce adult illiteracy and to solve the rural school problem.

What educational reform will bring about in the new Germany is foreshadowed by the program of the Prussian ministry of education, published in a recent number of the *London Times Educational Supplement*. Of outstanding importance is the announcement that the old caste system is to be reorganized on a democratic basis by developing the "unit school" which will enroll all children during the first six years of school life. Of great significance also is the determination to reorganize the subjects of instruction and the methods of teaching, banishing the underlying spirit of chauvinism which was so thoroughly exploited by the old autocracy as a means of keeping the great masses of the people in leading-strings.

Wherever a child may live, however rich or poor his parents may be, whatever the occupation that he will enter, he is still a child of the Nation, a voter in embryo, a potential element of strength or of weakness in the future life of the Nation. The welfare of the schools in any district or locality is a matter of concern to the Nation as a whole. The war has taught this lesson with convincing clearness.

With regard to the support and control of public schools, two principles stand out sharp and clear. In the first place, the unit of taxation must be large in order to distribute the burden equitably and to provide for all children adequate educational opportunities. In the second place, the unit of administration and control must be relatively small in order to promote local interest and insure local responsibility.

Generally speaking, the American people have welcomed immigrants. Back of this attitude there has undoubtedly been a touch of idealism—a feeling that America, as the land of opportunity should open its doors to all who sought a refuge from poverty and oppression. But expediency has also played its part in determining this national policy. The immigrant has found a refuge upon our shores, but he has not accepted this refuge without making a valuable return. He has done the heavy, hazardous, and difficult work of the mine and the factory. Without him, our great developments in industry and transportation would have been impossible. And if we were glad to have him come here to work, we have not been unwilling that he should fight for us and, if need be, die for us. The records of both the Civil War and the Great War speak eloquently of his devotion to his adopted country. The plain fact of the matter is that, as a Nation, we have never appreciated the full measure of our obligation to these newcomers. Their assimilation of our ideals and standards has been left too much to accident. We were distressed when we found that many of them had developed communities of their own within our midst—alien islands, so to speak, where old-world ideals and standards were perpetuated to the second and third generations. Only a far more liberal policy of immigrant education and Americanization can undo these and other evils following from our earlier neglect.

"It is clear that, if a world league is to be living and enduring, the idea of it and the need and righteousness of its service must be taught by every educational system in the world."

This is one of the conclusions of a small group of Englishmen who have been studying the problem of permanent peace, and who have published their findings in two recent numbers of the *Atlantic Monthly*. Viscount Grey, Mr. William Archer, Mr. Gilbert Murray, Viscount Bryce, and Mr. H. G. Wells are among the members of this group. Whether one agrees or disagrees with the other conclusions that these distinguished men have reached, there will be little disposition to deny the large part that education must play in stabilizing and perpetuating the "Society of Nations." The schools of our own country, although controlled entirely by the several states, have been a powerful factor in unifying the Nation; the schools of Great Britain, Canada, New Zealand, Australia, and South Africa, although independently administered, have done much to insure the unity of the British Empire. When the world league is established, the school system of each component nation must deliberately instill the "binding" ideals that are common to all of the nations.

SPECIAL MESSAGE TO TEACHERS

The month from February 15 to March 15 has been set aside as a time when the advantages of school over work will be presented to children now in school. This is part of the Back-to-School Drive of Children's Year. Your local Child Welfare Chairman, Council of National Defense, is anxious to have your help in placing before your children the reasons why they should stay in school.

The Children's Bureau of the Department of Labor, which is urging this nation-wide effort to protect children from going prematurely to work, asks you to persuade the children of your school not to shorten their education.

Will you not see that during this coming month every child in your school is made to understand why, for the sake of his future health, wealth and happiness, he should not throw aside the opportunities which school affords for the sake of a job that may lead him nowhere?—*Children's Bureau, Department of Labor.*

WAR WORK IN SCHOOLS

Every Educational Unit is Urged to Prepare and Preserve a Record of War Activities

The Council of National Defense, cooperating with the National Education Association, has recently expressed its approval of the plan to collect the story of the war activities of the schools, colleges, and universities. Some time ago the National Education Association requested state superintendents and all other school officers to coöperate in having each educational unit prepare and preserve a record of its own war activities. The plan is fully explained in the following letter which has just been sent by the Council of National Defense to its various state units and to the state divisions of the Women's Committee:

"In order to preserve the records of war activities on the part of the schools of the United States, the National Education Association has urged every county and city school system, every normal school, college, university, and other institution of learning to prepare and print a concise summary of its war work. Each educational unit has been requested to place a copy of its story in the local library and to send a copy to the National Education Association, 1400 Massachusetts Avenue, Washington, D.C., to be placed in the archives at the National Capital. This material will then be available for the use of responsible committees of the National Education Association, the Bureau of Education, the American Library Association, the National Board for Historical Service, and other national bodies in compiling a series of valuable source volumes to be placed in each of the libraries of the country.

"The Council of National Defense heartily coöperates in this movement and requests its state and local councils to urge every educational unit to prepare the story of its war activities as requested by the National Education Association. The story of civilian activities back of the front lines, and especially the story of war activities on the part of the schools which have coöperated so fully with the Government is worthy of preservation and should become a part of the heritage of succeeding generations."

PRACTICAL AMERICANIZATION

"There can be no Americanization from the top down. It will not come from the court that grants a citizenship certificate; nor from the school that teaches English; nor from the speakers that talk patriotism; nor from the patriotic society that prints platitudes. It will come from basic conditions being right, and none is more vital than industrial relations.

"Every man lives in his neighborhood, and beyond his home and his job. To most men, except in the largest cities, the municipality is interpreted in terms of the neighborhood. So long as the American tolerates discriminations in sanitation, housing, and enforcement of municipal laws, he can serve on all the Americanizations committees that exist and still fail in his efforts." —*Frances Kellor, Yale Review.*

WHO IS THE GOOD CITIZEN?

"A good citizen is one who constantly and consciously accommodates his conduct and his business to the rights of others and the interests of the community."—*Woodrow Wilson.*

"The good citizen is an intelligent and judicious man who loves freedom, justice, and mercy, and is prepared on occasion to sacrifice his own interests to the common good."—*Charles W. Eliot, President Emeritus of Harvard University.*

"A good citizen is one who observes all national, state, and municipal laws and is willing to assist in their enforcement. He is honest and fearless. He is loyal to his home, and friends, and country. He does what he can to assist in promoting the moral, intellectual, and physical welfare of the people."—*E. H. Gary, President of the United States Steel Corporation.*

"A man who does not live for himself alone; one who is concerned in the welfare of his fellows; who will, if necessary, make sacrifices to rectify wrongs, to eliminate evils, and make every effort for the common uplift, who will endeavor by every means within his power to see to it that these principles shall find expression in the laws and in the administration of the affairs of the government of his city, his state, and his country."—*Samuel Gompers, President of the American Federation of Labor.*

MENTAL HEALTH FOR CHILDREN

Public Health Service Urges Teachers to Study Mental Hygiene of Normal Children

Though she may not be aware of it, frequently not the least of a teacher's troubles, according to Surgeon General Rupert Blue of the United States Public Health Service, arise from the presence of mental abnormalities in some of the pupils. How often such abnormal conditions may be encountered among school children is indicated by a survey made some time ago by Clark and Treadway of the United States Public Health Service. The children studied were pupils of rural schools in Porter County, Indiana. They were classified as normal, retarded, and exceptionally retarded, the last comprising all children with mental deficiency. Nearly 2200 children were examined, 1087 boys and 1098 girls. Of this number ten, nine per cent, were mentally defective; 193 of the school children, or nearly nine per cent, were mentally below the average for their age, and even more than this number, 9.3 per cent, needed specialized instruction.

The under-average child in the regular classes does not profit by the usual courses of study. His presence demands extra attention from the teacher that might better be devoted to the children of normal intelligence. Children who lag in class work tend to prevent normal children from advancing as rapidly as they are otherwise capable of doing.

Prevent Mental Disorders

While only a small part of the children who are retarded in their school work are mentally defective, teachers should remember that the mental hygiene of normal children is of very great importance in order to prevent the development of mental disorders. A thorough study of such disorders has shown that these are determined largely by the sum total of the experiences and associations obtaining during the development of the individual. Of chief importance, in this respect are:

1. The experiences and associations of childhood.
2. The power properly to assimilate the normal sex instincts incident to the development of puberty.
3. The method adopted by the individual for deriving satisfaction from life in spite of inner conflicts and external difficulties.

Healthy Thought Habits

In tracing the development of unhealthy habits of thought and unnatural physical activity in a large group of cases, it may be seen that many of these could have been modified for the better at an earlier age period. In fact, in reading the history of a number of such cases one cannot help being impressed by the thought that during the susceptible period of development the much-needed help and guidance was not given. In other words, the lack of proper supervision and guidance during childhood and in early adult life is a cause, in a number of instances, of the development in the adult of a great variety of mental disorders such as peculiar mannerisms, moodiness, odd and bizarre interests and enthusiasms, and even insanity.

WHEN THERE IS PEACE

"When there is Peace, this land no more
Will be the land we knew of yore."
Thus do the facile seers foretell
The truth that none can buy or sell,
And e'en the wisest must ignore.

When we have bled at every pore,
Shall we still strive for gear and store?
Will it be Heaven, will it be Hell,
When there is Peace?

This let us pray for—this implore—
That, all base dreams thrust out at door,
We may in nobler aims excel,
And, like men waking from a spell,
Grow stronger, worthier than before,
When there is Peace!

—*Austin Dobson in The Spectator.*

Rural Schools

MAKERS OF THE FLAG

You have read many parables. In what book are they found? Can you tell a parable? How is a parable different from any other story? Why is "Makers of the Flag" called a parable?

Look at the school flag? How was it made? The people of Belgium made flags to welcome the American army, tearing up any red or blue cloth they had, even fine garments, to make stars and stripes which they sewed on bed sheets.

What makers of the flag are mentioned in this story? Do they spin and weave, or cut and sew bright stripes and stars? How, then, are they flag makers? Find a sentence which gives the key note of the whole parable? ("I am not the flag, not at all. I am but its shadow." Or "I swing before your eyes a bright gleam of color, a symbol of yourself, the pictured suggestion of the big thing that makes this nation.") The flag which we see, what is it? Why, then, do we love it and salute it? It is for that for which it stands. And what is that? "That big thing which makes this nation." What can we call that big thing? Have the class discuss the names suggested. Americanism might come somewhere near expressing it.

Find in the parable the elements which go to make this big thing? Beliefs, hopes, courage, egotism, song, fear, battles, mistakes, and many others. Are all these good? Does it make any difference what the beliefs and hopes are? Compare some of the beliefs and hopes of Germany and of the United States. "I am whatever you make me, nothing more," says the Flag. What have England, France, Germany, Russia, Turkey, little Belgium, America made of their flags? Read the sentence in this parable which you like best.

THE MEANING OF DEMOCRACY

What is a democracy? A country where all the people are free, where all have a voice in making the laws and in deciding how they shall be governed. Yes, these are parts of the meaning of democracy, but not all. Our word democracy is made from two old Greek words meaning *people* and *rule*. Lincoln spoke of a government "of the people, by the people, for the people," and that is just about what a democracy is.

How can all the people rule? Suppose one wants one thing and another something else. Somebody has to give up, of course, just as when children want to play different games. Since they have to play together to have a game at all, they decide on the game that most of them want. That is what we mean when we say the majority rules.

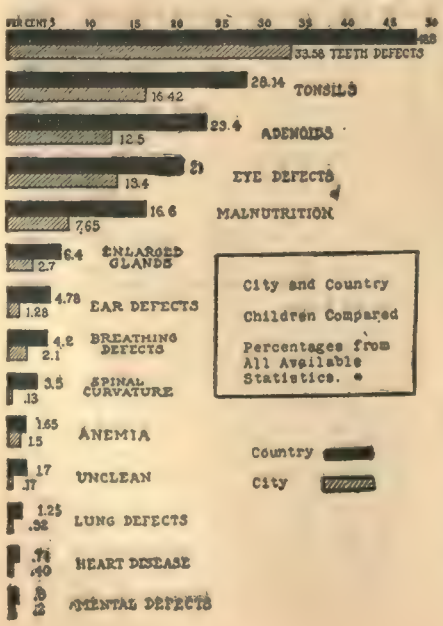
How can people be free if they have to do what the majority wants when it isn't what they want themselves? Let's ask it the other way. How could they be free if they did not do this? Suppose one man wants something his neighbors have—their cows, or furniture, or automobiles. His neighbors, of course, do not want him to have them. Why shouldn't he be free to take them? Because if he were, they wouldn't be free to keep them. And perhaps if he could take them, somebody might come along some day and be free to take what he has. That wouldn't be freedom for anybody. It would be just savagery, rule by force. The only person with any rights would be the one with might to take them.

One of the most important parts of Lincoln's expression is the last phrase, government "for the people." That which is really democratic is good not for any one class or group, not for the rich or the poor or the educated or the ignorant or the farmers or the factory workers, but for the largest number, or majority, of all the people.

Think about this and try to decide whether these are democratic, and why: always keeping to the right of the road; making children go to school till they are fourteen years old, whether their parents want them at home or not; quarantining a house where there is diptheria; forbidding people to spit where they please; allowing no one to have slaves; not permitting a farmer to sell unclean milk; making a man pay school taxes when he has no children of his own; letting the umpire in a game decide disputes.

THE PROBLEM OF THE JUGOSLAVS

You remember that it was the Jugoslavs who struck the match that set Europe on fire, for it was a Serbian living in Bosnia who assassinated the Crown Prince of Austria, and the war was directly brought on by Austria's efforts to use this as an excuse to weaken Serbia and prevent her from joining with the Jugoslavs in Bosnia and Herzegovinia to make a separate state. Use the map in NATIONAL SCHOOL SERVICE for November 15, with the maps in your geography textbooks, and find as many as you can of these places: Bosnia, Herzegovinia, Serbia, Montenegro, Trieste, Fiume, Dalmatia, Croatia, Slavonia, Istria, Albania. Be on the lookout for maps in newspapers and current magazines which show any of these that you cannot now find.



These are cities, provinces, or states along the eastern shore of the Adriatic sea. Before the war, all of them except Montenegro, Serbia, and Albania, were ruled by Austria-Hungary. But their people were neither Austrians nor Hungarians, but Slavs and Italians.

The State of Jugoslavia

Recently, representatives from many of these sections have met and organized a new state, which they call Jugoslavia. The territory which they would like to include in this new state extends from Ilyria in the north to Greece in the south; and as far east as Roumania and Bulgaria, with an area of about 100,000 square miles and a population of some 12,000,000 inhabitants. Compare this with the area and population of Italy.

The claim which the Jugoslavs make o this territory is that the large majority of the people are Slavs and that this large majority has the right to decide what the government of the country shall be.

Territorial Agreement

But Italy makes a counter claim. By a secret treaty which she made with the Allies when she entered the war, Italy was promised, if she could get it, the annexation of certain Austrian territory east of the Adriatic.

The Austrian army having been completely vanquished, the Italians occupied such of their territory as they deemed they were entitled to, including Fiume, which was not included in the Treaty of London. The Italians insist that their race is in the majority in certain of these areas.

These are the main elements in one of the knotty questions before the Peace Conference. Consult the leading current magazines and newspapers. With your maps before you, and with the facts you have found, think how you might decide the questions of difference between Italy and the Jugoslavs.

MY OWN UNITED STATES

"I love every inch of her prairie land,
Each stone of her mountain side.
I love every drop of the water clear
That flows in her rivers wide.
I love every tree, every blade of grass
Within Columbia's gates;
The Queen of the Earth is the land of my birth,
My own United States."

How fine it would be if all of our little children could put on seven-league boots and travel quickly over this broad and beautiful land of ours, about which they sing so lustily. Since that is not possible, why not have a picture or post-card lesson which would reveal to their astonished gaze some of the beauties of the wonderland in which they live?

A few well selected subjects, such as ma-

jestic Niagara; the giant trees of California, a lovely lake and wooded slope in the Adirondacks, a lofty mountain peak, a bit of rolling farm country, a graceful river or a mountain brook will bring forth ecstatic, "Oh's" and "Ah's," from the same little throats that sing:

"I love thy rocks and rills,
Thy woods and templed hills."

GOOD CITIZENSHIP PLEDGE

"We will never bring disgrace to this, our city, by any act of dishonesty or cowardice, nor ever desert our companions. We will fight for the ideals and sacred things of the city laws and do our best to incite a like respect and reverence in others. We will strive unceasingly to quicken the public's sense of civic duty, that thus in all these ways, we may transmit this city greater, better, and more beautiful than it was transmitted to us."—*Athenian Oath.*

HEALTH CRUSADE JINGLES

How I scrubbed and splashed today; I
didn't leave a speck,
Not a single bit of dirt on face or ears or
neck;
Then I cleaned my fingernails, so you can
plainly see
Now I'm a health crusader. I'm as clean as
I can be.

I'm fond of all my muscles, but the ones I
like the best
Are the strong and sturdy muscles that help
expand my chest;
I exercise them every day by breathing
deep and slow,
It takes at least ten long deep breaths each
day to make them grow;
And if I open windows wide and breathe
fresh air, you know,
It washes out my lungs and makes my blood
a-dancing go.

It used to make me very cross at nights
when mother said,
"Now, dearie, put your books away; it's
time you were in bed."
But now I go without a pout; I know my
mothers' right,
A Health Crusader gets ten hours of fresh
air sleep each night.

Mistress Mary, quite contrary,
Why does she pout and frown?
She only sleeps eight hours each night,
And that with windows down.

RURAL HEALTH CRUSADE

Since the common housefly is a carrier of filth and disease, every young health crusader should know how to protect his home and community from so dangerous a pest.

How can the community be protected from flies?

Outline of study.—Structure and life history; how disease germs are carried; cleanliness as the best preventive; importance of destroying breeding places; what to do with manure; screening the house from flies; how to starve the fly; protection of food, in the home, in the store; the school dinner-

Classified Answers of 3,941 Permanent and Temporary Rural Teachers

pail; survey of breeding places in the community; experiment with fly traps to see where flies come from; best kind of fly traps; home-made traps.

What the schools can do.—Make fly traps; "Swat the Fly" campaign as part of "Clean Up Day" movement; make fly poster for "Swat the Fly" exhibit.

References for study of the house fly.—Common Sense in Health, Junior Red Cross Bulletins; The Home and the Family, Kinne and Cooley, pps. 148-157; Fight the Fly, International Harvester Company bulletin; Farmers bulletins, United States Department of Agriculture; bulletins of your State Board of Health.

Fly Facts Every Child Should Know

Each of the following pairs of words suggests a fact about the house fly that makes a great difference to all of us: filth, lunch-box; disease, food; specks, germs; fly brush, specks; sick room, dinner table; typhoid, cesspool; babies, summer complaint; screen, protect; prevent, breeding places; destroy; traps.

Some of these words are very disagreeable. The facts they suggest are even more so. What are these facts? The only way to get rid of disagreeable facts is to face them.

Some of these facts are very helpful. What are they? The only way to profit by helpful facts is to use them. What use are you making of these facts? What can our school do to use the helpful facts to get rid of the disagreeable ones?

EQUALITY OF OPPORTUNITY

Equal opportunity for all—that is the ideal of our American democracy. To what extent are we realizing it? To what extent are all the children of all the people of the United States equal in opportunities for education? Are the school terms equal in every state, and in city and country schools? Is high school education available to all? Are school buildings and equipment equally good, equally well trained teachers provided? Are children taking advantages of the opportunities they have?

Bulletin No. 4, 1919, just issued by the Bureau of Education, Department of the Interior, will answer all these questions, and many more. How does your state compare with other states in the opportunities it provides for its children? How does your community compare with other communities in the state? This bulletin tells many of these things, and many others of interest.

Primary Grades

A LITTLE SOLDIER OF FRANCE

[*This story was written for the children of America by Madge A. Bigham, of Atlanta, Georgia, and given them through* NATIONAL SCHOOL SERVICE *as a part of her loyal service to her country.*]

Marcel and Leon were two little French orphans, who lived in the big orphanage tucked away in the lap of the hills in sunny France. Not far away was the church, and beyond this the quaint little village where Marcel and Leon first lived with their parents.

Leon was quite a big boy, ten years old, but Marcel was only a baby just learning to toddle, and the dearest, sweetest baby that you ever did see, with pansy eyes and laughing dimples and chestnut rings of curly hair.

So very long it seemed to Leon now, since his dear father dressed in the wonderful blue soldier clothes, had marched away to fight for France, their beloved country. And then afterwards, when word came that a cruel German shell had killed him, the dear little mother had grieved herself to death—and that is why Leon and baby Marcel lived in the orphanage.

But Leon remembered well the day his mother had called him to her side and placing her dear hand on his head, said with a faint smile, "You are Mother's big, strong boy! I am going away from you Leon; take good care of Marcel. She will have only you now—keep her from harm."

Leon's Little Charge

Leon hardly knew just what she meant then. He loved to hear her call him, her big strong boy, and rolling up his sleeve proudly showed his muscle. "See, Mother," he exclaimed, "isn't that a fine, strong muscle? And when I grow into a big man like Father, it will be stronger still! I am going to be a soldier then, and fight for France,—and I shall kill the Germans too, because they shot my father, and made you sick."

"Hush, hush my boy," the mother replied sadly, "France needs soldiers that can be strong and brave and yet not kill. Kiss me good-night, and remember what I have said. Be brave and good always, love your flag, and take good care of Marcel—you are all that she has now."

Those were her very words and Leon had never forgotten. Often and often

when he had wished to be away at play with the other boys, he had stayed to play with Marcel instead. She was his joy and his care. For hours and hours he played with her, carried her into the fields to gather crimson poppies, rode her back on his shoulder, and slept on a cot by her side at night, that he might always hear her slightest cry. And then came the day of horrors to the little French village—a day when German raiders rode pell-mell through the peaceful streets, entered the homes, carried away all food, wine, clothing, furniture, silver, jewelry; and then setting fire to the houses, shot in their tracks those who fled in panic into the streets.

And Leon and baby Marcel—where do you suppose they were all this time? That is just the reason I am telling you this story. Listen and you shall hear.

Early that morning Leon had gone to the basement floor of the orpanage to help with the laundry. Of course Marcel toddled close behind him, and having grown tired of playing alone, fell asleep on Leon's coat near the open window, for the day was still and close.

Horrors of War

It was here that Leon left her a few minutes later to go on an errand for the matron, never dreaming that he would be long away, or that any danger could come to Marcel. He had made the trip and was coming back when suddenly the noise of shot and shell, hurrying footsteps, and piercing screams fell on his ears, while high into the blue summer sky, the crimson flames from burning homes leaped and curled.

Still in his tracks stood Leon, for fear clutched at his heart. He knew, he had heard many times what these screams, these flying feet, and these terrible flames meant—it was German warfare.

"To the church! to the church!" cried the voice of a young girl as she fled past him. Surely God's House would be a safe place to hide, and turning Leon ran blindly after her. But only for a very few steps, when all at once his heart stood still and his breath came hot and dry as he cried out wildly, "Marcel! Marcel!"

True to the Trust

High on the hill he could see the matrons and children streaming from the orphanage and running towards the church for safety, but though he strained his eyes in eager hope as he ran towards them, he saw no one carrying his baby sister, curly haired Marcel. She had been forgotten in the panic. Perhaps they thought she was with Leon, only he knew that she lay asleep in the basement.

"Hurry, boy! Why do you stop? Do you not know it is death to linger? You will be shot or pierced by a German bayonet."

But Leon did not heed the voice of the old man who hobbled by him on the road. With the name of Marcel on his lips, he was afraid no more. Darting up the hill like a young deer, he ran with all his strength towards the orphanage, his baby sister his only thought. If he could only get Marcel and carry her to the church before the soldiers came! How swift he ran! Behind him, along the village road rang the tramp of galloping horses. But Leon did not stop. Already he had reached the gates. Breathlessly he sped across the lawn and leaped through the basement window—and yes, there lay Marcel, asleep just as he had left her.

Saving Marcel

But horses, you know, travel faster than boys, and just as Leon clasped Marcel in his arms, three rowdy soldiers galloped into the yard and in a moment more, their heavy boots sounded on the porch above in evil search of more prey. A moment more and the house would be in flames! With strength born of the hour, Leon crept from the window with Marcel still asleep in his arms. Crossing the lawn softly he reached the gate in safety, crossed the road, and ran into the strip of woods that separated him from the church. A few yards more and he would be safe and then—bang! bang! bang! The shots seem to fall over and all about him and with a dull thud poor little Leon dropped to the ground, baby Marcel beneath him.

The Khaki Soldier

But wait, he wasn't dead—the loveliest part of the story is yet to come, for bound-

ing through the strip of woods, a big American soldier stooped, picked Leon up in his arms and wiped the dust and grit from a slight wound on his head. He had only been stunned and now opened his eyes and gazed wonderingly into the smiling face of the soldier dressed in khaki. Could he be dreaming, and where was Marcel?

"Bravo, little soldier of France! That was a brave run!" And then the big soldier of Uncle Sam hugged Leon with a regular bear hug. "But for the love of Mike, what is that in your bundle? Holy smoke, if it isn't a baby girl! And where do we go from here?"

You know that soldier boy was surprised to see Marcel's curly head bob up now, with her pretty face all primped for a cry.

"To the church, I am going to carry Marcel to the church," replied Leon still a little dazed. "Don't you see, the Germans have burned the village and set fire to the orphanage? We have nowhere else to go."

Worthy of the Cross

Even then, as the little group turned towards the pretty Orphans' Home, the roof fell in with a crash as the flames shot high in the air. "Beasts!" muttered the khaki soldier. "Three of them at least, will burn no more villages or shoot at babies, either. I got here just in time to send them shot for shot and now they burn in flames they kindled for others." Stooping he took Marcel in his arms and kissed her tears away. "Come little soldier of France," he said to Leon, "we will go to the church together. Right proud I am to hold your hand too, and if some day you do not wear your country's cross of honor, my name is not Sammy!"

And now my story is ended. It is a truly true story and not a makebelieve at all, because it really happened just as I have told you. And when next you salute our own proud stars and stripes, think too, of the fair, brave hero of France. Give three cheers for the boy Leon, and shout with him, "Vive La France!"

MORNING HEALTH INSPECTION

Good morning to you,
Good morning to you,
Good morning, dear children,
Now, how do you do?

We're happy and gay,
Now look at us, pray,
With clean hands and faces,
We greet you today!

A good morning song to the well known tune of the kindergarten greeting song might well precede the morning inspection in the Health Crusade. It is advisable to arrange some definite way of checking up on the children's observance of the health requirements. If the school is large, it may be necessary to call in several upper grade children to assist in recording results of children's efforts. At all events, if the crusade is to have any real effect, the results must be recorded in a business-like manner.

Your teeth are rows of tiny pearls,
Each one a precious gem.
Bright little boys and little girls,
Pray, do take care of them.

ANIMAL SCRAP BOOKS

Many of our schools are making a collection of war facts and pictures as part of their work in civics and history. Children of primary schools will be interested in making a collection of animal pictures, red-cross dogs, dispatch dogs, pigeons, horses, soldiers' pets, and sailors' mascots. Recent magazines contain pictures of camels carrying supplies for the army in Palestine. Oxen and donkeys and army mules have done their share of the work. Material of this character gathered now will not only be good material to supplement language lessons now, but will be found useful in the future.

Intermediate Grades

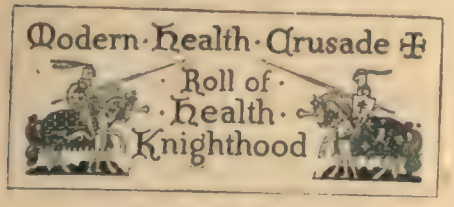
WAR FLAVORED GEOGRAPHY

The grades in which the geography of Europe is taught have every opportunity of connecting the readings of the children with their study of geography.

In the early days of the war, Belgium inundated her land in order to keep back the enemy. See what your relief map shows of the real surface features of Belgium. What other countries could protect themselves in the same way?

You have seen pictures showing British soldiers in Palestine with broad-brimmed hats. The soldiers in France did not use such hats. Why? Find from the map the difference in latitude of Palestine and France. How did the Colonial fighters dress? In what zone did they work? Find with your pencil the coldest country at war. The hottest. Why did the Italian soldiers sometimes wear white? Italy is in the south of Europe. Why was it not warm where the fighting was done? Find the altitude of the mountains in which they fought.

Heavy draught horses, long-eared mules, patient camels, sure-footed donkeys, and slow, fat oxen were all used in the war. Does the map help to tell where the different beasts were used? What two things will determine their use? (Climate and the nature of the country.) Decide where you think each of the above mentioned animals played its part.



HEALTH CARRIERS

Much has been said and written of disease carriers, a menace to every home and community. Health carriers, however, are something new under the sun. They spread the germs of health, personal and public, and, properly utilized, they may do active service of a very valuable nature.

The Junior Red Cross, in its modern Health Crusade, is seeing to it that every home with children in school will have just that many health carriers. The germs of health will be collected in the schoolroom, along with the germs of knowledge. Then each carrier will scatter them wherever he finds an opportunity, and a goodly share he will not be able to shake off, for they will cling to him. These germs properly cultivated are guaranteed to develop into the health habits of a lifetime.

SAVE AND SHARE FATS

If you asked an Esquimo to save fat, he would think you meant the fat, or blubber, of the whale. When Uncle Sam asks you to save fats, what is he thinking of? Make a list of the articles you eat which are largely fat. (Cream, cheese, butter, bacon, suet, drippings, lard, peanut butter, chocolate, cocoanut, oleomargarine, cotton-seed oil, olive oil.) Divide the list so that the animal oils are in one column and the vegetable oils in another. All children must have some animal oils as these cause growth, but none must be wasted. From the list decide which of the fats you can eat less of and still be well and which you can save. Write your statement under the list you made.

Make a poster of a dripping cup and print under it "No Fats Wasted Here." Take the poster home and tack it up in the kitchen. Then, keep an eye on the dripping cup in your pantry. It should have fresh oil on the top every time you have had bacon. Make an extra poster for your neighbor who has no child in school.

CLEAR SPEECH HELPS MAKE LEADERS

If you were to make a list of the children in your school whom you could recommend for promotion from privates to officers on the basis of clear, forceful speech, how many names would be included? The attention of the school teacher was called to this phase of work in the fall of 1917 by Adjutant General McCain, in a circular letter in which he stated that one of the chief causes for failure in the officers' training camps was "slouchiness of speech." He showed how impossible it was for an individual to acquire, in three months training, habits of clear articulation without which the officer is no leader of men. A misunderstood command might cause the loss of life after life.

Every child starts life with the desire to be a leader. From policeman to president his desires range; and if he is to become either policeman or president he needs the art of clear speech. There is but one way to accomplish results—make better speech popular.

Definite Speech Drills

The work must be definite. Only a few things at a time should be attempted. A good starting place is on "t," "d," and "n," especially as they occur at the ends of words.

Words for drill.—Think about the "n" as you say these words: Aeroplane, submarine, nine, Washington, government. Think about the "t" and say: recruit, athlete, fort, meat, straight. Now remember "d" as you say: speed, dreadnaught, bread, hailed.

Suggestive exercises.—Read first for accuracy and later for delicacy: Produce food, conserve food, dry and can food. Food is ammunition, do not waste it. President Wilson has hard work ahead, but he will win. Do not read as you cross the street. Forward—march! Right about—face! Present—arms! The air fleet reached the other side in safety. First in the hearts of his countrymen.

Words illustrating the personality of words: chatter, brittle, moan, shudder, thunder, flutter.

Using Speech Slogans

Slogans.—1. Watch your speech! Is your tongue a slacker? 2. Love your Fatherland and your Mother Tongue. 3. Warning! Look out for the Bad Speech Germ. Be Vaccinated for Better Speech To-day. 4. Stop, Think, and Speak! 5. Drop "g's"—Bad for Speech Health. 6. For want of a "t" the word was lost, for want of a word the sentence was lost, for want of a sentence the story was lost; and all for the want of a little "t."

GETTING AHEAD OF THRIFTY

Thrifty stopped short, as all little chipmunks do.

So did May and Peter.

Thrifty had a large nut in each pouchy cheek. May's and Peter's cheeks were like tiny balloons, too, for they had just been to the store for candy and were sucking their "jaw-breakers" when they met their friend, the chipmunk.

Thrifty recognized the pair as the children who lived in the house with the stone wall in the rear. It was in this stone wall that Thrifty had lodgings and he most especially did not wish to be disturbed now as the days of the golden leaf had come, and he was stocking his cellar against a long, cold winter. By cheekfuls, he was laying in a large supply of nuts, acorns, and grains of corn. Already he had worked several long days, making a trip to his hole every ten minutes. Naturally he was disturbed at seeing two very lazy-looking children saunter up with cheeks full of candy.

With a cross little cough and much chatter of disapproval, Thrifty whisked along the fence and disappeared in a pile of dry leaves.

"Why did Thrifty scold so?" asked Peter, holding his candy in his cheek as he spoke.

"Guess he didn't like our wasting all our money instead of keeping it," said May, saving her "jaw-breaker" with a great suck.

"Humph, guess a fellow has to have candy once in a while."

"Why, Peter Bear, you spend all your money every day!" retorted his sister.

"Well, anyway, chipmunks don't know it all, even if teacher says they are 'provident creatures.'"

Scratch, scratch, scratch in the dry leaves and busy Thrifty, cheeks swelled as usual, was back again! This time he cocked himself up clasping his paws to his breast precisely as if they were hands. His whole expression was one of a wise saver.

"You darling!" cried May. "Peter, let's find his den and see how much he has saved."

"All right," said Peter without enthusiasm.

Did they succeed? They could not locate his quarters exactly, but they saw the tireless chipmunk carry in cheekful after cheekful. At last it was time to go in to supper.

"Well, Thrifty surely can put it away," said Peter.

"Peter," said May with a sudden inspiration, "let's run a race with him. We spent all our money today, but let's save what we get hereafter and bury it in the garden."

"No," shouted the awakened Peter. "We'd never get ahead of Thrifty that way. He stores up for the winter, this coming winter, doesn't he?"

"Yes."

"And he never has any more in that hole somewhere in the leaves than he gathers for himself."

"Well?"

"Suppose we buy thrift stamps instead of saving the money, and then—"

"Then," continued May, who caught Peter's point, "instead of having only what we've saved the way Thrifty has, we will have all we have saved and a good bit more from the interest Uncle Sam pays for the loan. Then in the far-off-winters-from-now if we ask for the money for our stamps we'll have it."

"That's the way we'll beat Thrifty," said Peter.

"Thrifty," they shouted, "Aw, Thrifty, we are going to beat you at your own game!"

The next day, Master Peter, spokesman, said, as he laid a shining half dollar on the teacher's desk, "Two thrift stamps, please, Miss Wood."

The race with Thrifty had begun.

A HEALTH FRIEND

The toothbrush.—It should be small enough to go into the back of the mouth and strong enough to scrub well. There are many kinds on the market now, some curved, and some round. Discuss the price of a good one and encourage the purchase of another as soon as the bristles begin to come out of the old one.

Where to keep it.—The toothbrush should have a particular place in the bathroom, either in a mug, or suspended on a cord and placed on a hook.

How to keep it.—It needs cleansing very often. It should be washed well daily and put in the sun when possible.

"There are few things in life so dear to a boy or girl as the chance to turn to good account the splendid self-confidence of youth."—*Agnes Repplier.*

Upper Grades and High School

THE AMERICANIZATION PROBLEM

In this number of NATIONAL SCHOOL SERVICE, on page 5, is a map showing the percentage that each of five groups of the population have to the whole in each of the nine great divisions of the country. The groupings are based on the facts of native or foreign birth, on English or non-English-speaking origin, and on whether those included are white or of another race.

A study of this map shows clearly where the work of Americanization must be done. The native born, with one or both parents native born, may safely be considered as American. The native born with both parents foreign constitute a group that the public schools will be able to turn into good American citizens, in spite of some serious difficulties due to the tendency of some nationalities to settle in colonies. The foreign born of English-speaking origin are easily reached through the magazines and newspapers. With them the main problem is one of education in our ideals.

The negro, especially in the South, presents difficulties due to insufficient educational opportunity, but there is no question of his Americanism. In the western part of the country, Indians present a somewhat similar problem. In this group appear, however, the Asiatics, who present one of the most difficult problems, if not of Americanization, certainly of assimilation.

Lastly, we have the group denoted by the solid black segment. There are foreign born of non-English speaking origin. Here the task is a double one. Before the first step in Americanization can be taken, these people must be taught English. This *"black belt"* is not in the South; it is in those states north of the fortieth parallel, where, on the average, 20 per cent of the population falls in this group and where the big problem of Americanization lies.

THE GREAT WAR IN 1916

Military Operations in the West

Recall the system of trench warfare; the positions of the opposing armies. Show the position of Verdun.

The German attack on Verdun.—Test of the German military machine; courage of the French; the historic password, "They shall not pass"; terrific German losses (500,000 men); lost ground regained by the French.

The Battle of the Somme.—Allies strengthened by increase in artillery (first use of "tanks"); increased use of air-craft (addition of bombing and battle planes); Germans driven back 9 miles on a front 20 miles long; German lines not pierced; terrific losses on each side.

Operations in the East

Great Russian offensive.—(1) On the Austrian border; hundreds of thousands of Austrian prisoners taken; (2) in Armenia against the Turks; the Armenian massacres by the Turks; capture of important cities of Erzerum and Trebizond.

Entry of Roumania into the war on the side of the Allies.—A result of the Allied successes and of the promises of aid by the Russian court; invasion of Transylvania (a Roumanian population under Austrian rule), a disastrous move on the part of the Roumanian army (too far from base of supplies, shortage of munitions; pro-German Russian court failed to give promised aid); Roumania invaded and conquered; results (1) vast wheat and oil fields fell into hands of the Central Empires; (2) idea of "Mittel-Europa" neared realization.

British defeat in Mesopotamia.—Insufficient British force advanced up Tigris River; surrendered to the Turks; blow to British prestige in the East.

Operations on the Italian Front

Successful Austrian advance from the Trentino into Italy; relief by the Russian advance on Austria (German troops withdraw from Italy to aid in the East); Italy freed from Austrian invaders; Italian invasion of Austria, (1) capture of Gorizia on the River Isonzo, (2) advance to within 13 miles of Trieste.

The Naval War

The Battle of Jutland.—Small division of the British fleet scouting near Denmark engaged by German high seas fleet; arrival of the British grand fleet after several hours of fighting; no decision by night; German fleet withdrew to protection of their mine fields; heavy losses on both sides; both claimed victory.

TRUE AMERICAN IDEALS

It should be our objective that no person in this State who can be brought under our influence should be without the ability to read and write, or without a clear conception of our American institutions and ideals.

The most vital force in the school room is the teacher. The highest standard of qualifications consistent with prevailing economic and financial conditions should be insisted upon.

The efficiency of the school cannot rise above the standard of qualifications set for the teaching service. To bring this about, the teachers should be adequately paid and fairly pensioned.—*Governor Alfred E. Smith, of New York, January 1, 1919.*

Increased use of submarines.—The sinking of the Channel steamer *Sussex* (passenger ship) without warning, a violation of the German pledge; ultimatum of President Wilson, stating that unless Germany abandoned her methods of submarine warfare, the United States would sever diplomatic relations with her.

Events in England Affecting the War

The adoption of compulsory military service; British plan for an army of 500,000 men.

Sein Fein Rebellion.—Recall the troubles in Ireland at the beginning of the war; Sein Fein (words meaning "for ourselves"); aim of the organization to make Ireland an independent nation; German propaganda in Ireland and German aid promised; outbreak of the rebellion in Dublin; several days' fighting; Sir Roger Casement, the leader in the correspondence with Germany, convicted of treason and executed.

Summary.—War in 1916 favorable to the Allies on the Western, Russian, and Italian fronts, and on the sea; unfavorable in Roumania and Mesopotamia. The Central Empires still held the advantage in material equipment and the possession of shortened interior lines for combat.

OPEN DIPLOMACY

President Wilson in an address delivered before Congress on January 8, 1918, set forth "fourteen points" which it would be necessary to observe in making terms of peace. The first of these points is as follows:

"Open covenants of peace, openly arrived at, after which there shall be no private international understandings of any kind, but diplomacy shall proceed always frankly and in the public view."

Again in an address in New York on September 27, 1918, he said:

"Fifth, all international agreements and treaties of every kind must be made known in their entirety to the rest of the world."

In a speech made at the University of Paris (the *Sorbonne*) the President said:

"Just a little exposure will settle most questions. If the Central Powers had dared to discuss the purposes of this war for a single fortnight, it never would have happened."

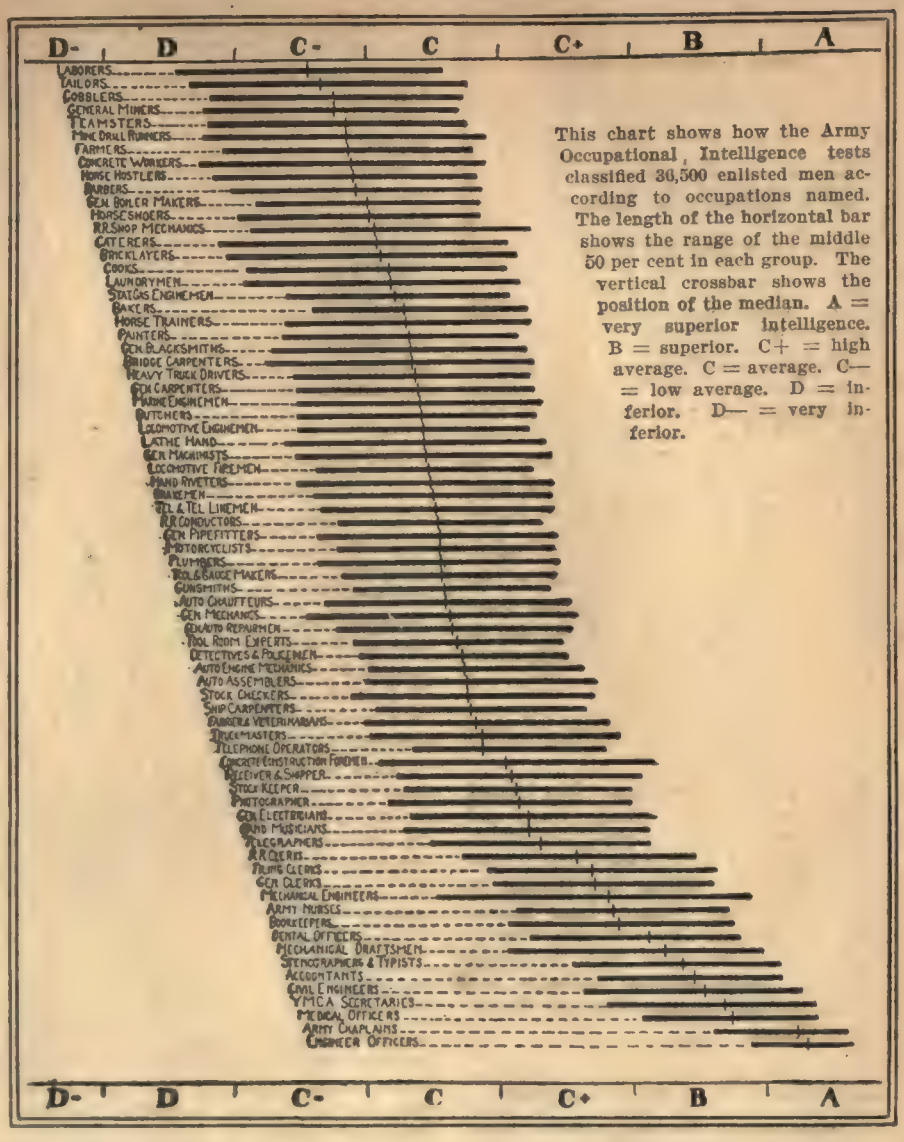
Document and Dictionary Study

What is a covenant? What other word is used in the New York address which means about the same? What other expression in the address to Congress means the same?

What is diplomacy? (Official intercourse among nations.) How should agreements among nations be reached? What word describes this kind of diplomacy? President Wilson uses a word to describe another kind of diplomacy. What is that word? What two kinds of diplomacy may there be?

Secret and Open Diplomacy

Secret diplomacy.—The Potsdam Conference, July 5, 1914; the "Nicky-Willy" Correspondence, August, 1914; secret treaty between Germany and Turkey, August, 1914; Roumanian-Russian fiasco, 1916; secret treaty between England, France, Russia, and Italy, now giving trouble at the Peace Conference.



This chart shows how the Army Occupational Intelligence tests classified 30,500 enlisted men according to occupations named. The length of the horizontal bar shows the range of the middle 50 per cent in each group. The vertical crossbar shows the position of the median. A = very superior intelligence. B = superior. C+ = high average. C = average. C— = low average. D = inferior. D— = very inferior.

Notice that all these secret agreements were without the knowledge of the people of the nations concerned, and in most cases for the particular benefit of a dynasty of rulers rather than for the benefit of the people. Note also that the last treaty would give to Italy, in addition to territory with an undoubted Italian population, lands in which the Italians constitute not over ten per cent of the population.

Open diplomacy.—The constitutional provision that treaties must have the consent of the Senate. If an appropriation is necessary to carry the treaty into effect the House of Representatives must be consulted; policy of the United States in treaty making—examples, the Jay Treaty (1794); treaty with Spain, 1898.

President Wilson's Views on Diplomacy

Read his speech in Paris and notice what the President says about the airing of disputed matters.

Read the two American speeches again, noting the words "open," "frankly" and "in the public view," "treaties of every kind," "in their entirety to the rest of the world."

Conclusion.—Contrast secret and open diplomacy, particularly with respect to its results. Follow the course of the Peace Conference for at least a week in order to discover if possible which form the Conference is using.

A MONROE DOCTRINE FOR THE WORLD

"A single unselfish Power like the United States, with our record, our long protection of other lands, asking therefor neither concession nor privilege, trade nor territory, raises the level of all international action," declares Talcott Williams in an article in *The World's Work*. "It has made it possible for the five self-governing nations—Italy, France, England, the United States, and Japan—to begin to consider their duty to the world of nations from the same standpoint which the United States took ninety-five years ago in the Monroe Doctrine. We have prevented invasion and colonization from without, and we have greatly reduced wars between American nations."

RETURNING SOLDIERS HELP BOY SCOUTS

Boy Scout councils all over the country are beginning a vigorous campaign to emphasize the "Do-a-good-turn-daily" slogan and the careful personal observation of the scout oath and law.

With the splendid leadership to be found from returning Army officers as scout-masters, the Boy Scout movement will see its greatest period of development during the coming year.

THE GREAT WAR

QUESTIONS AND ANSWERS

Readers seeking information on the war are requested to make their questions definite and concise. Naturally questions of general interest will receive first consideration.

What was the strength of each of the leading Allied Armies on the Western front at the signing of the armistice

According to estimates made public by General Peyton C. March, Chief of Staff, on January 25, the number of men in each of the Allied Armies on November 11 was as follows: France, 2,559,000 men; the United States, 1,950,000 men; Great Britain, including the Portuguese who served in the British army, 1,718,000 men; Belgium and Italy, about 200,000 men. These figures, according to General March, indicate the "ration strength" of each army and hence include "every man who had to be fed—combatant, non-combatant, medical men, and supply men."

Who are the "Great Powers" at the peace conference and who represents each on the League of Nations?

The five great powers are; The United States, Great Britain, France, Italy, and Japan. The delegates of the great powers on the League of Nations are: The United States—President Wilson and Colonel E. M. House; Great Britain—Lord Robert Cecil and General Jan Christian Smuts; France—Leon Bourgeois and Ferdinand Larnaude; Italy—Premier Orlando and Viterio Scialoia; Japan—Viscount Chinda and K. Ochiai.

When and where will the German National Assembly meet? How will it be composed?

German general elections to choose members of the National Assembly were held on January 19. The National Assembly will meet in the former court theater at Weimar, on February 6, to establish a responsible authority to represent the German people at the peace conference and to deliberate on a stable form of government for Germany.

Of the 421 members elected to the National Assembly, the Majority Socialists will have a plurality with a total of 164 votes. Ten parties will be represented in the Assembly at Weimar as follows: Majority-Socialists, 164; Christian Peoples Party, 88; Democrats, 77; German National Party, 34; Minority-Socialists, 24; German People's Party, 23; Guelphs, 4; Bavarian Peasant's League, 4; Württemberg Bourgeois Party, 2; Peasant's and Workmen's Democratic League, 1.

THE FINEST "CUT-OUTS"

"What are the nicest pictures you ever cut out?" asked the teacher.

"The coupon on my Liberty Bond," said Mary, in the front row. "And I changed it right away for some thrift stamps," she hastened to add.

Millions of adults, and children also, have discovered this brand new use for scissors. For the first time in their lives they have enjoyed the novel sensation of clipping interest coupons, of having their money earn more money. As one little bondholder said, "It's like cutting a two-dollar or a four-dollar bill out of a newspaper."

Some of the wiser ones, like Mary, have put all their coupon money into thrift stamp or War Savings stamps, to help four dollars grow into five dollars by 1924.

Put your next coupons into War Savings stamps.

But if you haven't a coupon, there is no reason why you shouldn't make sixteen quarters grow into a five dollar War Savings stamps via the thrift card route.

TREASURY DEPARTMENT ASKS TEACHERS' HELP

The Treasury Department asks all teachers to aid it in checking an unscrupulous traffic in War Savings stamps which has begun to develop. A number of "scalpers" are trying to spread the idea that 1918 War Savings stamps must be cashed in or they lose their face value. If anyone asks you questions about the 1918 stamps, you can quote the Treasury Department as follows:

"Your 1918 War Savings stamps are as good as gold whether you have one or twenty pasted in your 1919 certificate. On January 1, 1923, the Treasury will redeem a single War Savings stamp pasted in a certificate, for $5, just as it will redeem twenty such stamps for $100.

"Your partly filled 1918 thrift cards can be filled with thrift stamps and exchanged for a 1919 War Savings stamp.

"Don't sell your savings stamps at a discount to anyone. If you have to redeem your stamps, take them to a post-office, which, after ten days' notice, will give you your money in full with accrued interest to date.

"Don't paste 1919 blue stamps with the green ones in your 1918 certificate. Don't paste 1918 stamps in a 1919 certificate. The green and the blue stamps mature at different dates and therefore should not be mixed."

WHAT IS AMERICANIZATION?

"Americanization means assimilation into the American life of the community. The keystone to Americanization is learning the language of our country. Americanization is the coöperative process by means of which many people in our city and in America become 'One Nation' united in languages, work, home ties, and citizenship, with one flag above all flags, and only one allegiance to that flag. Americanization is a coöperative movement, bigger than America. It is a world-wide movement that all peoples may be united in a world brotherhood. It is part of the aim of the great war being waged, that the world may be made safe for democracy abroad and at home as well.—*Cleveland Americanization Committee.*

True Americanization

"The interpretation of American ideals, traditions and standards, and institutions of foreign-born peoples.

"The acquirement of a common language for the entire nation.

"The universal desire of all peoples in America to unite in a common citizenship under one flag.

"The combating of anti-American propaganda, activities, and schemes, and the stamping out of sedition and disloyalty wherever found.

"The elimination of causes of disorder, unrest, and disloyalty which make fruitful soil for un-American propagandists and disloyal agitators.

"The abolition of racial prejudices, barriers, and discriminations, of colonies and immigrant sections, which keep peoples in America apart.

"The discontinuance of discriminations in housing, care, protection, and treatment of aliens.

"The creation of an understanding of and love for America, and the desire of immigrants to remain in America, have a home here, and support American institutions and laws."—*National Americanization Committee.*

THE TEACHERS OF AMERICA'S CHILDREN

Out of approximately 600,000 public school teachers in the United States, it has been estimated by competent authorities that:

As to age—100,000 are seventeen, eighteen, and nineteen years old;
150,000 are not more than twenty-one years old;
300,000 are not more than twenty-five years old.

As to length of service—150,000 serve in the schools only two years or less;
300,000 serve in the schools not more than four or five years.

As to education—30,000 have had no education beyond the eighth grade of the elementary school;
100,000 have had less than two years' education beyond the eighth grade;
200,000 have had less than four years' education beyond the eighth grade;
300,000 have had no more than four years' education beyond the eighth grade.

As to professional preparation—300,000 have had no special professional preparation for the work of teaching.—*National Education Association Commission Series, Number Three.*

SPECIAL THRIFT AND WAR SAVINGS NUMBER

NATIONAL

School Service

DIVISION OF EDUCATIONAL EXTENSION, DEPARTMENT OF THE INTERIOR

VOLUME I | WASHINGTON, D.C., MARCH 1, 1919 | NUMBER 13

THE PROPOSED LEAGUE OF NATIONS

President Wilson Presents Draft of New Covenant to Plenary Session of Peace Conference

"A live thing is born," declared President Wilson, as he presented to the Peace Conference in Paris, on February 14, the unanimous report of the commission to form the covenant of a League of Nations. The document as presented by President Wilson was signed by the representatives of fourteen nations — The United States, Great Britain, France, Italy, Japan, Belgium, Brazil, China, Czecho-Slovakia, Greece, Poland, Portugal, Roumania, and Servia.

A Peace Constitution

"Armed force is in the background in this program," declared President Wilson, "but it is in the background, and if the moral force of the world will not suffice, the physical force of the world shall. But that is the last resort because this is intended as a constitution of peace, not as a league of war." Lord Robert Cecil, of the British commission, referred to the proposed charter as "a solution of the problem to preserve the peace of the world with the least possible interference with national sovereignty."

"Thus born out of the pains of war," declared Premier Vittorio Orlando of Italy, "this is a document of freedom and right which represents the redemption of humanity by sacrifice." Leon Bourgeois, of the French delegation, characterized the document on the whole as "a work of right and justice which knew no distinction between great and small states" in its administration.

The Proposed Covenant

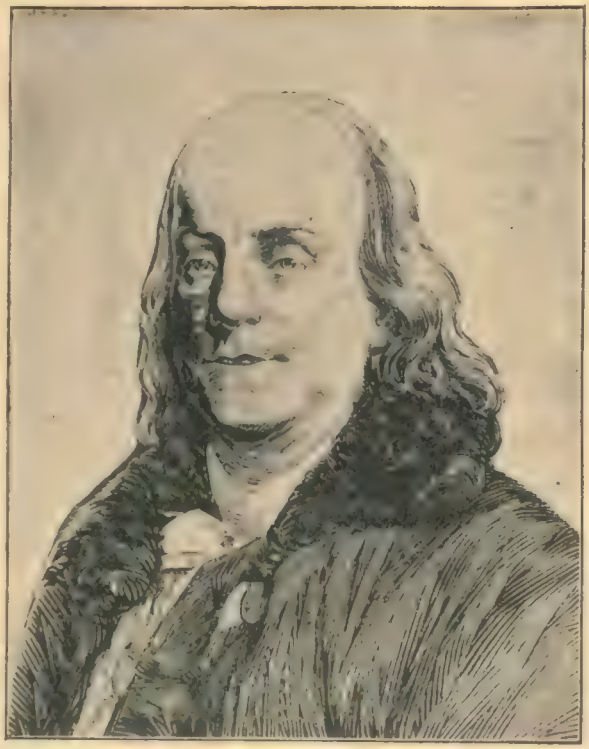
Later meetings of the Peace Conference will, after due deliberation, determine the final form in which the covenant is to be adopted. A short summary of the text of the proposed constitution of the League of Nations follows:

Preamble. The powers signatory to this covenant adopt this constitution of the League of Nations "to promote international coöperation and to secure international peace and security by the acceptance of obligations not to resort to war, by the prescription of open, just, and honorable relations between nations, by the firm establishment of the understandings of international law as the actual rule of conduct among Governments, and by the maintenance of justice and a scrupulous respect for all treaty obligations in dealings of organized peoples with one another."

The Body of Delegates

Article 1. Provides for an international body of delegates, an executive council meeting more frequently, and a permanent international secretariat.

Article 2. Meetings of the body of delegates shall be held at the seat of the League. Each party to the covenant shall have one vote, but not more than three representatives.



Benjamin Franklin, America's Apostle of Thrift

Article 3. The executive council shall consist of representatives of the United States, the British Empire, France, Italy, Japan, and four other states to be determined by the body of delegates. Meetings of the council shall be held at least once a year and no decision of the council shall bind any power unless it is represented in the deliberations.

Article 4. Matters of procedure in meetings of the body of delegates and the executive council shall be regulated by those

(Continued on page 2)

THE HAPPY GAME OF THRIFT

Lessons of War Thrift, Learned Through Sacrifice, to Bring Forth Fruit in Peace Times

The nation has a new game—the happy game of thrift, according to officials in the Treasury Department who are urging the schools to continue their Thrift stamp and War Savings stamp activities.

The new game is played by intelligent saving, and the objects of the game are present satisfaction and future happiness for every player.

The best counters in the game are the Thrift stamps and War Savings stamps which the government has made available as a safe investment for every man, woman, and child in the land. The happy game is the outgrowth of the efforts of the Government to inculcate thrift as a national habit. The foundation for the effort is the habit of saving which the people of the United States acquired under the stern pressure of war.

Thrift in Peace

The happy peace time game is prompted by motives far different from those which encouraged war thrift. It is proposed to change the United States from one of the greatest spendthrift nations into one of the greatest saving nations in the world, for the immediate benefit of every man, woman, and child in the country, and for the prospective benefit of future generations. This does not mean the creation of a nation of misers or of niggards. It does mean the development of a nation of independent, self-sustaining citizens, happy in the consciousness of wise spending, who can arise to face the rainy day of adversity or the shining sun of opportunity confident and prepared.

Wise Saving and Less Waste

The thrift of peace time does not mean the miserly hoarding of money for money's sake. It means intelligent saving, the careful, wise expenditure of money to secure the greatest benefit from it, and the elimination of harmful waste.

All Play Thrift Game

There are millions of men, women, and children who are now playing the thrift

(Continued on page 5)

PROPOSED LEAGUE OF NATIONS

(Continued from page 1)

bodies, a majority of the states represented deciding.

The Permanent Secretariat

Article 5. The permanent secretariat shall be established at the seat of the League and shall be under the general control of a secretary general who shall be chosen by the executive council and who shall appoint his staff with the approval of the council. The expenses of the secretariat shall be borne by members of the League in accordance with the apportionment of expenses of the international bureau of the Universal Postal Union.

Heavy Armored British Battle Tank

Article 6. Representatives of the contracting powers and officials of the League when engaged in the business of the League shall enjoy diplomatic privileges and immunities.

Article 7. Admission of other than charter members of the League shall be by not less than a two-third vote of the states represented in the body of delegates, and shall be limited to fully self-governing countries, dominions, and colonies. No state shall be admitted unless it gives effective guarantees of good intentions and conforms to the principles prescribed regarding naval and military forces and armaments.

The Reduction of Armaments

Article 8. The reduction of national armaments to the lowest point consistent with national safety is a recognized principle. The executive council shall determine for the consideration and action of the several governments what military equipment and armament is fair and reasonable.

Article 9. A permanent commission shall be constituted to advise the League on the provisions of *Article 8* and on military and naval questions generally.

League Resists Aggressors

Article 10. The contracting powers respect and preserve, against external aggression, the territorial integrity and existing political independence of all states that are members of the League, and empower the executive council to advise in case of threat of danger of such aggression.

Article 11. Any war or threat of war is declared a matter of concern to the League, and the contracting parties reserve the right to take any action deemed wise effectually to safeguard the peace of nations.

The Settlement of Disputes

Article 12. There shall be no resort to war without previously submitting the question in dispute to arbitration or to the executive council, and then not until three months after the award by the arbiters or the recommendation of the council.

Article 13. Disputes between nations which cannot be settled by diplomacy shall be submitted to a court of arbitration. The executive council shall recommend measures to apply to any nation failing to carry out the award of the arbitration court.

Article 14. The executive council shall formulate plans for the establishment of a permanent court of international justice.

Article 15. The nations in the covenant agree to submit questions not submitted to arbitration, to the executive council. Arrangements for submitting and considering such disputes shall be made through the secretary general. Whether or not the dispute is settled satisfactorily by the council, the fullest publicity shall be given to all discussions, reports and explanations.

Covenant Breakers Coerced

Article 16. Should any nation break or disregard its covenant in the League, it shall be deemed to have committed an act of war against all other members of the League, who shall undertake to subject it to the severance of all trade or financial relations and the prohibition of all intercourse with other nations. In such cases the executive council shall recommend what military measures shall be taken to protect the covenants of the League.

Article 17. If disputes arise between members of the League and non-members, or between non-members themselves, the non-members shall be invited to accept membership in the League for the purpose of settling the dispute upon such conditions as the executive council may deem just.

Article 18. The League shall be entrusted with general supervision of the trade in arms and munitions with countries in which the control of this traffic is for the common good.

Advanced Nations Direct Colonies

Article 19. The colonies of defeated belligerents shall be placed under the tutelage of advanced nations who shall look to the well being and development of such peoples as a sacred trust of civilization. Every such advanced nation shall render to the League an annual report in reference to the territory committed to its charge. The terms of tutelage shall be determined by the covenanting nations, by the nations in the League, or by the executive council in a special act or charter.

Permanent Bureau of Labor

Article 20. A permanent bureau of labor shall be established to secure and maintain fair and humane conditions of labor for men, women, and children in all countries of the world.

Article 21. The League shall secure and maintain freedom in transit and equitable treatment for the commerce of all states members of the League.

Article 22. All international bureaus already established by general treaties, and all such bureaus to be constituted, shall be placed under the control of the League.

Article 23. Every treaty or international engagement entered into by members of the League shall be binding only when registered with the secretary general and published.

Control Peace-Endangering Treaties

Article 24. The body of delegates shall have the right to advise the reconsideration of treaties whose provisions may endanger the peace of the world.

Article 25. This covenant abrogates all obligations or treaties inconsistent with its terms and binds members to enter into no engagements not in harmony with it.

Amendments to Covenant

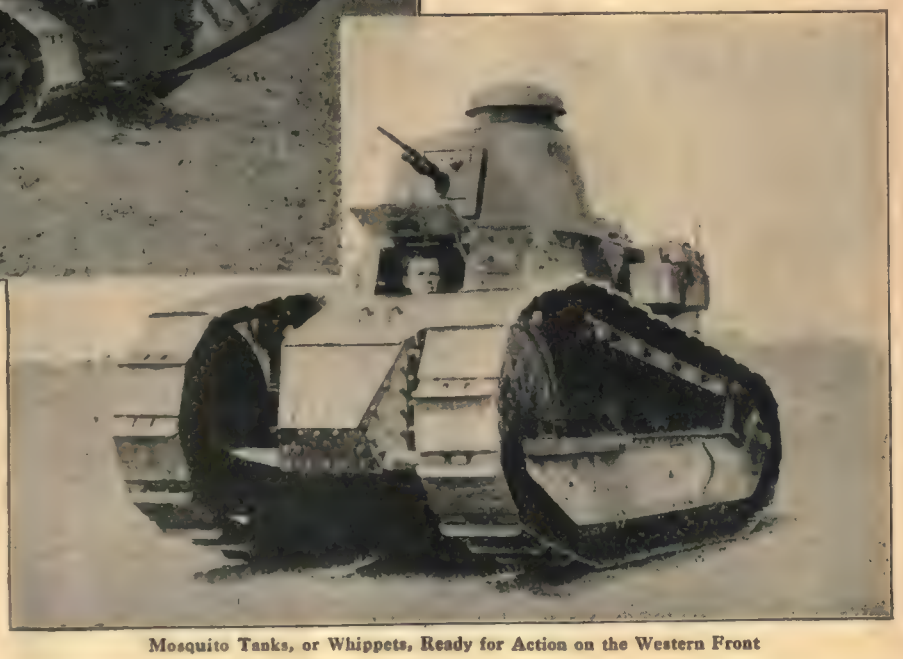
Article 26. Amendments to this covenant take effect when ratified by the states whose representatives compose the executive council and by three-fourths of the states whose representatives compose the body of delegates.

THE TRUE AMERICAN

True to God and true to man,
Ever since his race began
He has kept his standards high,
Flung his banners to the sky,
As a symbol of life's best.
Greed has never stained his crest,
Nor oppression scarred with shame
Treasures that were his to claim.
All that well becomes a man
Marks the true American.

—Edgar A. Guest.

Battle Scene on the Western Front With British Tank Going Into Action



Mosquito Tanks, or Whippets, Ready for Action on the Western Front

THE BATTLE OF THE TANKS

A Vivid Tale of Heroism Showing Methods of Tank Warfare On the West Front

"I speak the literal truth when I say that I, and hundreds of others it has been my privilege to lead, would be dead now but for the tanks. They probably saved Amiens. They certainly saved us." These words were spoken by Major General Seely, deputy minister of munitions of Great Britain, shortly before the signing of the armistice.

Dreaded Monsters

More terrible in destruction than the fabled car of Juggernaut, or the wicked "Behemoth" of Jules Verne, the tanks used by the Allies on the western front have everywhere baffled the enemy. "It (the tank) smashes machine-gun nests, it hurdles trenches, it plows through woods, it breaks up ambushes, it shields charging infantry, it opens the way for cavalry."

What are these dreaded monsters? They are heavy armored motor cars, evolved from the American farm tractor, and like it propelled by the "caterpillar drive." They were first used on September 15, 1916, by the British in their operations on the Somme; and in November, 1917, they were a decisive factor in General Byng's brilliant advance toward Cambrai. The success of General Foch's attack on the Marne in July, 1918, was greatly aided by the secret massing of a great number of tanks. Tanks of smaller size and great mobility known as "mosquito tanks," or "whippets," were used with good effect. These were ordinarily driven by a gasoline motor and carried two men.

Advancing to the Attack

A vivid tale of a duel between two tanks, illustrating methods of tank warfare, was told recently by Arthur Blakesley in *The Illustrated World*. Mr. Blakesley tells of his experience in the battle of Seicheprey, April 20, 1918, as gunner of a heavy armored tank named "the Vampire," which he calls "our caterpillar fort." After describing the preparations for an early morning attack and telling of a mutual surprise tank attack of Germans and Britons, he gives us the following account of "one of the strangest duels that ever occurred on the western front":

"Up we tilted over the parapet, and banged down with our nose in the mud.

"Suddenly there came a terrific shock, throwing me forward against my gun, and the *Vampire* stopped as though she had encountered a stone wall. 'Are we hit?' I yelled in futile question; the din was so terrific from our engine that I scarcely could hear my own words. Twice our driver raced the engine. Twice he let in the clutch suddenly, thinking to surmount the obstacle in our path. Each time we stopped dead.

"While I was puzzling over this—there are no cliffs in that particular sector of No Man's Land against which we could have run—a sudden glare shone in my eyes! The obstacle, whatever it was, carried an enormous search-light!

"A half-second later our own light went on, and then to my horror I beheld our antagonist, one of the gigantic German tanks, nose on against us!

Explosive Bullet Duel

"I think that both of us were completely stunned for several seconds. Then I saw the gun in their top turret depress and fire. An explosive bullet burst just behind the crew of the secondary gears! I awoke with a start. The big enemy tank carried one, at least, of the anti-tank rifles, firing high-power exploding bullets made to pierce armor!

"I whirled the vertical lever, depressed my gun as far as possible, and let go. The shot caromed off their roof, exploding, but doing not a particle of damage. Again and again I tried, but with no more success. The truth began to dawn upon me; mine was the only gun we carried that could do execution against a German tank. And my gun could not be depressed sufficiently to register a square hit!

Getting the Advantage

"The only possibility of success lay in drawing off far enough so that we could get them in the side. I jumped down and ran forward. The driver was slouched in his seat, dead! An explosive bullet had finished him. I jerked him out of the seat, and grabbed Lieutenant M——, our commander. I had no intention of standing on ceremony. I pulled him over into the driver's seat, and yelled the terrible story in his ear.

"He understood, and threw the *Vampire* into reverse. As we backed away, however, and I went back to my gun, the Hun tank gave us no chance. They followed us, keeping out of range.

A Real Inspiration

"All would have been over for us had not Lieutenant M—— been seized with a real inspiration. As we backed over a shell-crater he stopped. The second the nose of the Boche came up from the crater after us he threw the *Vampire* into low gear forward. Our angular nose slid straight under the nose of the Hun tank, forcing her into the air. She was in our range; we were immune from her fire!

"Like a madman I gave it to her through her floor. As shell after shell tore into her she tried to back away, but always Lieutenant M—— advanced, forcing her up all of the time. Then she switched tactics and tried to slither over us, but we stopped that by reversing. All the time my six-pounder was knocking her to bits.

"Suddenly the Hun tank stopped. A tremendous explosion tore her sides out, shaking us as if an earthquake had happened. Then came the tell-tale flare of her petrol (gasoline). I knew our battle was won."

AMERICA ENCOURAGES TRUE THRIFT

War Savings Division of War Loan Organization of Treasury Department Has Launched Nation-Wide Campaign of Wise Savings, Careful Expenditures, and Safe Investments

Following the splendid record made by the American school children last year in the matter of saving money and buying War Savings stamps and Thrift stamps, the Government urges teachers and school children to join with other forces to practice the habit of thrift. Experts in the Treasury Department who have provided this material are planning a nation-wide campaign of savings and thrift.

The children of America did their part to help win the war. They will cheerfully do their part to help reap the better fruits of victory. Carter Glass, Secretary of the Treasury, summons the school children of America to help "make permanent among our people the habits of thrift begun during the war."

A GOVERNMENT SCHOOL SAVINGS CAMPAIGN

Wise spending, avoidance of waste, intelligent saving, and safe investment are the keynotes of the national campaign of thrift education, during which the Government will continue to sell War Savings stamps and Thrift stamps through the schools.

To develop this campaign the Treasury Department has established at Washington a savings division, consisting of educators, economists, business men, bankers, publicists and students of thrift, who will give general direction to the big thrift campaign.

The conduct of local educational campaigns to inculcate the saving idea will be in the hands of the governors of the Federal Reserve banks, each acting through a savings director with headquarters, a field force and local representatives. Special attention will be given to the development of savings societies in schools and among adults and in industrial and business establishments. Effort will be made to extend the influence of school societies through the children and their families.

The War Savings stamps, during 1918, many educators agree, supplied the long desired school savings plan in which "Learn to do by doing" could be applied effectively. Teachers, too, welcomed the stamps individually as a means of safe investment for small sums of money.

The 1919 War Savings stamps, which are blue in color and known as the "Franklin Issue," and Thrift stamps, which remain the same, are on sale at all post offices and with many other agencies. The stamps mature in five years and pay the same interest and are sold at the same prices as the 1918 stamps.

THRIFT EDUCATION CONFERS RESPONSIBILITY

There are 22,000,000 pupils in our public schools as well as thousands of young men and women attending colleges and other higher institutions who will receive some information regarding the principles of thrift in connection with the 1919 savings campaign. Receiving such instruction brings with it the responsibility which any education confers, of passing on its benefits to others. Those in the schools and colleges today are the leaders in their communities tomorrow. The nation may ask them, therefore, not alone to practice thrift personally, but to carry the thrift ideal into their own homes and into other social groups now, and also out into all community relationships which they assume in the future. What then is the personal application of thrift, and how can they help make America a nation of thrift? Here are three good answers:

Don't waste time. In fifteen minutes one can figure out how much time one ought to spend in work, in recreation, and in sleep. Time spent in getting the proper amount of sleep and recreation is not wasted. If you let your work deprive you of the rightful amount of recreation and sleep you do yourself irreparable injury, and actually lower your total productive power. On the other hand, if you permit other activities to encroach upon working hours, you deprive yourself and the community of the enjoyment and benefit which would have resulted from your increased knowledge and ability gained through concentration. In order to be thrifty in other things we must first learn to be thrifty with time.

Don't waste money. Wasting money almost inevitably accompanies the wasting of time. Indeed, if people were careful in the use of their time, it would seldom be necessary to warn them against wasting money. Wasting money, next to wasting time, is a cardinal sin with the average person. When we apply intelligence to saving money, we may spend almost as much but we spend it far more wisely. Thrift means wise spending as opposed to thoughtless spending.

Save. Thrift, or wise spending, results in saving. In order to spend wisely and to get the largest amount of satisfaction for our money, we must consider both the needs of the present and the future. We soon come to see that the total of satisfactions can be much increased by reserving a certain part of our current income to meet the opportunities and emergencies of the future. As an aid to saving, of course, it follows that we must have wise investment. The United States Government has very carefully prepared, in the form of War Savings stamps, a type of investment to appeal to the intelligent and thrifty spender.

A WISE INVESTMENT

There are 600,000 teachers in the United States every one of whom ought to be saving and investing a small part of his or her salary each month. This may not seem easy when prices are high, but be sure that some time in the future the money will be of greater service than it can possibly be at the present time. A sound investment will be the best friend in adversity, or when you wish to buy a home.

Factors of Wise Investment

What are the principal factors which determine what is a wise investment? Ask those who have long studied this question and you will find that these factors are: the safety of the principal, the rate of interest, the certainty of interest or income, the availability of money invested when desired, the stability of price of investment on the market, and the availability of the investment.

Do War Savings Stamps meet these exacting requirements? No investment in the world ever did so to a higher degree.

Saving Stamps Meet Requirements

Your money invested in War Savings stamps has the wealth of the richest nation in the world with over 100,000,000 people to guarantee the safety of the principal.

The rate of interest is over four per cent per year, a rate which is very attractive when all advantages are considered.

Just as certainly as your principal will be paid to you in 1924 so the interest on it

SPECIAL THRIFT MESSAGE TO SCHOOL CHILDREN

The following special direct message to the school children of America should be read in every schoolroom as a part of the 1919 thrift and savings campaign:

"I summon you to solve one of America's greatest financial problems: How to make permanent among our people the habits of thrift begun during the war.

"Your sacrifices and investments in War Savings Stamps helped win the war. The victory has been won—let us carry over into peace time two of the great lessons of the war—the value of thrift and the fact that good citizenship and interest in your government come from having a part in financing it. I call upon you to share in the 1919 National Savings Campaign by continuing War Savings Societies in your class rooms, by studying means and methods of thrift, and by investing your savings in War Savings Stamps. To you I intrust the responsibility for making the future America a Nation of Thrift."—*Carter Glass, Secretary of the Treasury.*

will be paid. You can depend on this to help build a home or for any other purpose you have in mind.

In case of need or emergency you can obtain the money you invest in War Savings stamps before they mature. All you have to do is to give your postmaster a few days' notice and he will return your money with interest.

There is no chance, as is often the case, that your investment will be worth less on the market than when you invested. War Savings stamps are always worth as much as you paid for them plus the interest.

War Savings stamps are available at every post office and many other agencies. You do not have to waste time and energy looking for an opportunity to invest wisely. The War Savings stamps are waiting for you.

Hence we see that, by investing in War Savings stamps, one follows every essential principle of a sound investment.

THE HAPPY GAME OF THRIFT

(Continued from page 1)

game. In homes and offices, shops and factories throughout the country, they are exercising careful thought in their expenditures, and are safely investing their savings in the solid investments guaranteed by their government — War Savings stamps and Thrift stamps. School children in every community throughout the country are among the players, and the gospel of thrift has become a part of the curriculum of the country's schools. While the thrift education of the grown-ups of the country may be difficult, as difficult as teaching an old dog new tricks, the future citizens in the schools may be made to see clearly the real value of saving, both to themselves and to the nation. In their coöperation with the savings division of the United States Treasury Department, the teachers of the country are performing a distinct service.

Map Showing the Twelve Districts of the National War Savings Organization

A Savings Director has general charge of the War Savings and Thrift work in each district. A list of Government Saving Directors, by districts, follows: No. 1, Mrs. F. L. Higginson, 95 Milk Street, Boston; No. 2, Guy Emerson, 120 Broadway, N. Y.; No. 3, E. McLain Watters, 1431 Walnut Street, Philadelphia; No. 4, (Not appointed); No. 5, Albert S. Johnstone, Richmond, Va. (acting); No. 6, Silas W. Davis, Federal Reserve Bank, Atlanta, Ga.; No. 7, J. H. Puelicher, 415 E. Water Street, Milwaukee; No. S, L. A. Wilson, 210 N. Broadway, St. Louis; No. 9, Arthur B. Rogers, 417 First National Soo Building, Minneapolis; No. 10, John T. Wayland, Federal Reserve Bank, Kansas City, Mo.; No. 11, D. W. Hume, Federal Reserve Bank, Dallas, Texas; No. 12, Samuel Hubbard, Federal Reserve Bank, San Francisco.

The Rules of the Game

The basic principle of the happy game is that intelligent thrift means future happiness, and that without that principle the game would lose part of its satisfaction. There must be no miserliness in the nation's saving, no elimination of present necessary expenditures merely to hoard the proceeds. The happy game is based on these things:

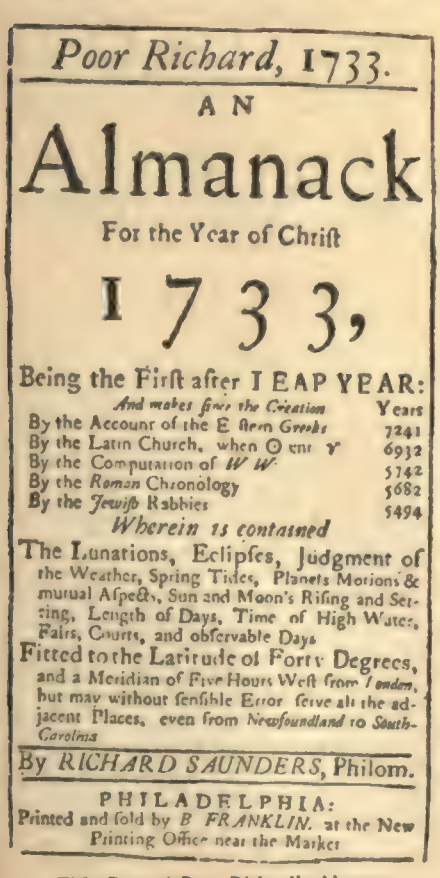
Wise spending. Spending preceded by thought to make certain that the purchaser gets his money's worth in commodity, comfort, service, recreation, or advancement is wise spending. It implies the balancing of all needs, present and future, and of the means of meeting those needs, and then spending in such a way as to meet the most urgent needs. Urgent necessities of today must not be neglected for the petty ones of tomorrow. Provision must be made for the rainy day, but economic stability implies also some capital with which the individual may go ahead when the opportunity comes.

Intelligent saving. This consists largely in foregoing ill-considered or foolish present expenditures in order to be able to secure in the future either the necessities or the more substantial luxuries. Such savings contemplate the maintenance of family efficiency, meeting of real necessities as they arise, and at the same time capitalizing a part of the individual's earnings and placing the family on a sound financial basis.

Safe investment. War Savings stamps are an absolutely safe investment, and also the most effective mechanism for saving small sums regularly. Money saved in War Savings stamps directly aids the Government. The ownership of such Government securities gives the individual a personal share in his government.

Avoidance of waste. Waste of commodity, time, or money benefits no one. *Avoidance of waste is as important in peace as in war, both for the individual and for the nation.*

The people of the nation must be taught to "think before they spend."


Poor Richard, 1733.

AN

Almanack

For the Year of Christ

1733,

Being the First after LEAP YEAR:

And makes since the Creation — Years

By the Account of the Eastern Greeks — 7241
By the Latin Church, when ⊙ ent ♈ — 6932
By the Computation of W. W. — 5742
By the Roman Chronology — 5682
By the Jewish Rabbies — 5494

Wherein is contained

The Lunations, Eclipses, Judgment of the Weather, Spring Tides, Planets Motions & mutual Aspects, Sun and Moon's Rising and Setting, Length of Days, Time of High Water, Fairs, Courts, and observable Days.

Fitted to the Latitude of Forty Degrees, and a Meridian of Five Hours West from London, but may without sensible Error serve all the adjacent Places, even from Newfoundland to South-Carolina.

By RICHARD SAUNDERS, Philom.

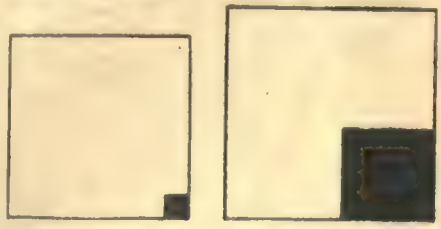
PHILADELPHIA:
Printed and sold by B. FRANKLIN, at the New Printing Office near the Market.

Title Page of Poor Richard's Almanac

NATIONAL INCOME COMPARED WITH EXPENSES

Just how much of the national income does the United States Government need to meet its obligations? Here is a good answer:

The large squares represent the total income of the American people for 1916 and for 1918; the shaded areas represent the part of this income required for the expenditures of the Government. The diagram below shows, in another form, the enormous increase in government expenditures due to war.

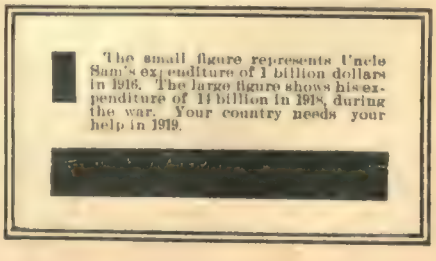


1916

Nation's Income = 35 Billion.
Government Expenditures = 1 Billion.

1918

Nation's Income = 72 Billion.
Government Expenditures = 14 Billion.


The small figure represents Uncle Sam's expenditure of 1 billion dollars in 1916. The large figure shows his expenditure of 14 billion in 1918, during the war. Your country needs your help in 1919.

PLEDGE PEACE TIME THRIFT

Everybody likes to think that a job is done, to set up a mile stone before going the next mile. With young people it is absolutely necessary to mark off a journey by distinct events and hence this suggestion of a "Victory Celebration" of 1918 war savings.

The boys and girls of America backed the Government straight through to victory and purchased their share of Thrift stamps and War Savings stamps. Our country needs the support of these young citizens today even more than during the war, so come, let's celebrate 1918 and plan earnestly, but above all joyously, for 1919.

A Suggested Program

War Savings Advertising Campaign
Poster and Cartoon Exhibit
Slogans and Little Thrift Talks
The War Savings Stamp Bulletin Board
Parade of War Savings Societies
School Assembly
Pledging the School for Peace Time Thrift

This is not a rigid program. Work it out to suit your school. As far as possible let the pupils do the planning and the work. In this plan, a week of events is intended to precede the assembly. These activities are intended for the school building and the school grounds and do not represent an elaborate plan to entertain the public.

A committee of pupils with the aid of a teacher will have great fun in working out the advertising campaign, which may include points 2, 3, 4, and 5 of the program, or others that teachers and pupils may originate. The posters may be of original drawings or made up of cut-out designs and lettering. On "Poster Day" and "Cartoon Day," put the best of these on the War Savings bulletin and exhibit the others in the halls. Slogans and little thrift sermons may be written as part of the English work.

The advertising manager and committee should see to it that the War Savings bulletin board is furnished each day with cartoons, posters, slogans, lively announcements on war savings reports from the various school societies.

Buying Thrift Stamps at the School Thrift Bank, Maplewood School, Connersville, Indiana

Parade and Assembly Program

The parade of War Savings societies is not intended for the public but is an event strictly for the school. It can be made a march about the grounds and through the halls with a committee of teachers and pupils on the reviewing stand. Each society will enjoy working out something unique in the way of sandwich men, banners, or placards for the parade.

The celebration is intended to culminate in the assembly where reports of 1918 can be made by class representatives and perhaps thrift talks given by good pupil speakers. The speaker of the day should be a business man whose opinion is respected. Invite him to talk investments to these young investors and the relation of thrift to a successful life and a prosperous nation. It should be made clear to the young citizens of our schools that they supported the Government during the war and are needed now to build a greater America. An exercise pledging the school to peace time thrift may well conclude the profitable exercise.

Be sure to have the victory celebration described in the local newspapers so that the parents also may enjoy the occasion.

Children Thronging Thrift and War Savings Department, Horace Mann School, East St. Louis

FRANKLIN THRIFTOGRAMS

"Every little makes a mickle."

"Be industrious and free; be frugal and free."

"All things are cheap to the saving, dear to the wasteful."

"Waste neither time nor money, but make the best use of both."

"Remember that money is of the prolific, generating nature."

"Money can beget money, and its offspring can beget more.

"Beware of small expenses; a small leak will sink a great ship."

"Buy what thou has no need of, and ere long thou shalt sell thy necessaries."

"For age and want save while you may;
No morning sun lasts a whole day."

"The borrower is a slave to the lender and the debtor to the creditor."

"He that murders a pound [five dollars] destroys all that it might have produced, even scores of pounds."

"He that loses five shillings not only loses that sum, but all the advantage that might be made by turning it dealing, which by the time that a young man becomes old will amount to a considerable sum of money."

"Remember that time is money. He that can earn ten shillings a day by his labor, and sits idle one half that day, though he spends but six pence during his idleness, has really spent or thrown away five shillings beside."

SLOTH, LIKE RUST CONSUMES FASTER THAN LABOR WEARS, WHILE THE USED KEY IS ALWAYS BRIGHT
GOD HELPS THEM THAT HELP THEMSELVES LOST TIME IS NEVER FOUND AGAIN

SUCCESSFUL THRIFT PRACTICE

Reports sent in by hundreds of school superintendents to the United States Treasury indicate something of the successful methods employed in promoting thrift education in the schools and in the sales of War Savings stamps to the pupils. The school War Savings society is the common form of group organization for savings education and the sale of stamps. The pupils elect their own officers, the teacher acting in an advisory capacity. Regular meetings are held in accordance with rules prescribed by local savings committees, and the pupil officers manage the sales. In many high schools, the work of selling Thrift stamps and War Savings stamps has gradually come under the head of the commercial department, the students conducting sales as a part of the regular work.

Boards of Education Help

In a number of communities, the board of education placed a certain sum of money to the credit of the schools for the purchase of War Savings stamps and Thrift stamps; and in other communities superintendents made arrangements for a credit with the post office and local banks, where a sufficient supply of stamps was kept on hand to meet all demands.

In some cases, a fund was collected from the pupils prior to the delivery of the stamps. The teacher would collect the money from the pupils and turn it over to the principal, who would purchase the stamps from the postman or directly from the post office.

Regular Stamp Day

It has been found that the designation of a certain day in the week as "Stamp Day," or "Bank Day," is more effective than allowing the pupils to purchase stamps at any time. By concentrating effort on one day and by conducting an intensive campaign rather than spreading interest throughout the entire week, larger sales and greater enthusiasm on the part of the pupils result.

Many schools have had cards printed which are punched every time deposits are made. These deposits range from a penny up. When the total is 25 cents, a Thrift stamp is purchased.

EXERCISES IN SAVING AND THRIFT

These and similar subjects relating to thrift are suggested as topics for discussion in a civics or English class. Many false impressions in regard to savings and thrift are abroad, and this method gives an opportunity to establish some fundamental facts in the mind of the student as a basis for his thinking in this field. Some of the results might well be persented to the whole school in general exercises.

How Savings benefit both lender and borrower. The borrower uses money, in the form of goods and services, to produce more of the same or different materials. He pays the lender a share of the increase, for the use of these goods, in the form of interest.

What we really save, lend, or borrow (goods and services). Money is merely a ticket for the goods and the services. We save by refraining from useless consumption. Lending money means transferring the right to use goods and services.

Character and uses of money. Money is of no value in itself. It is simply a convenient form of deed or ticket for certain portions of materials, articles, and services. Show the effect of increasing the amount of money without increasing the amount of goods, and *vice versa.*

Why $4.12 will be worth $5.00 in 1924. Four hundred twelve dollars stands for the use of that amount of food, wool, steel, or services for five years. These things can be used to produce others in increasing quantities and the difference between $5.00 and $4.12 would represent a portion of this increase.

Comparison of a penny with a grain of wheat. Invest 100 pennies now and they will increase to 104 or 105 at the end of a year. Save and plant 100 grains of wheat and you may get 600 or 800 grains. Why does the farmer get 6-fold increase in grain, while you get only five per cent on money? You get the "net" increase while the farmer gets the "gross" increase. Why is this fair? If the farmer took out pay for use of his land, machinery, and labor would he have left 600 grains for every 100 planted?

HE WHO SAVES NOT AS HE GETS MAY KEEP HIS NOSE ALL HIS LIFE TO THE GRINDSTONE AND DIE NOT WORTH A GROAT
A FAT KITCHEN MAKES A LEAN WILL, WOULD YOU BE RICH THINK OF SAVING.

Reproductions of Old Woodcuts Made Over a Century Ago to Illustrate Thrift Savings of "Poor Richard," or Benjamin Franklin

National School Service

Published Twice a Month During the School Year by the Division of Educational Extension, Department of the Interior.

Mailed free to teachers. Subscription price to all others, $1.00 a year. Address all communications to NATIONAL SCHOOL SERVICE, 5122 Interior Building, Washington, D.C.

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State Editorial Boards, each consisting of five members appointed by the State Superintendents, represent the classroom teachers of the several States.

Prepare for the Victory Loan campaign.

A Thrift slogan: Wise saving, wise spending, and the prevention of waste.

The establishment of the League of Nations will not lessen in any degree the duty of the school to inculcate sound American ideals.

Individual thrift lies at the basis of a nation's strength. It was individual thrift on a nation-wide scale that enabled the French people to pay the heavy and unjust indemnity demanded by Prussia in 1871. It will be individual thrift on a nation-wide scale that must be depended upon in this country to reduce and ultimately to wipe out the huge indebtedness caused by the war, and at the same time to bear the increased current expenses which our new responsibilities will necessitate. Thrift as a national ideal must not mean the stinginess of the miser. It must not mean a lowering of the standards of living in respect to wholesome food, warm clothing, comfortable and attractive homes, good education, and wholesome enjoyment. But it should mean the elimination of thoughtless waste, foolish extravagance, and the costly ostentation which breeds envy and foments social unrest. Through the concerted efforts of American teachers, the habit of saving has been developed in millions of boys and girls during the past two years. This is a splendid achievement, the full results of which cannot now be even estimated. If, upon this sound basis of *habit*, the schools could now develop *standards* of saving, they would render a complementary service of equal value.

Those who confuse democracy with anarchy are democracy's worst enemies. In a democracy, every citizen is both a subject and a soverign. But, as Dr. Perry has pointed out, as a subject one is a unit, while as a sovereign one is only a fraction. The danger comes when this limitation has been overlooked, and when the individual infers from his right to help make the laws a corresponding right to break them when they displease him. Respect for law as representing the collective will of the people is everywhere basic to a sound democratic society. It is as fundamental a lesson as the schools have to teach.

Good teachers everywhere are making an intensive study of the proposed constitution of the League of Nations. In the upper grades and the high schools, the teachers of history and civics are taking it up with their classes. Even in the primary and intermediate grades, its provisions and its promises should be carefully explained to the pupils. This document may be as important to the boys and girls now in school as the Constitution of the United States is to us. Beyond this, it has been largely because of the wishes of our own people that the formulation of a plan for a world-league has been undertaken by the Peace Conference as its first great task.

In NATIONAL SCHOOL SERVICE for February 15, Major R. M. Yerkes, to whom is due the chief credit for the remarkable development of psychological tests in the Army, set forth the value that these tests may have for the public schools. There is every reason to believe that an extended application of mental tests to school children would lead to the solution of many troublesome problems. The wide variations among children in ability to learn have never been sufficiently recognized by the schools, primarily because measures of capacity have been lacking. The development of psychological tests has supplied such measures, and it is now possible to determine with reasonable accuracy the mental ability of any individual.

What do these wide variations in ability mean for school work? Do they mean that different types of pupils should have quite different studies? Or do they mean, rather, that a larger emphasis should be laid upon skill in adapting subject-matter to pupils of varying capacities? Some children find it difficult to learn to read, others are not "good at figures," and still others do not take kindly to the study of history and civics. Yet the needs of democracy require that every citizen shall master the art of reading if this is humanly possible—and certainly the privilege of voting cannot be limited to those who take kindly to history and civics. It would seem, then, that the crying need is for the type of teaching-skill that can adapt to children of varying abilities the educational materials for which there are apparently no substitutes. In addition, of course, there should be abundant opportunities for the development of new kinds of subject-matter to meet individual needs and capacities. But these should not involve educational "blind-alleys," nor should a recognition of individual differences imply that certain children are "predestined" to be leaders, while others are as clearly "predestined" to be followers.

WHAT THE UNITED STATES STANDS FOR

These, therefore are the things we stand for, whether in war or in peace: (1) That all nations are equally interested in the peace of the world and in the political stability of free peoples and equally responsible for their maintenance; (2) that the essential principle of peace is the actual equality of nations in all matters of right or privilege; (3) that governments derive their just powers from the consent of the governed, and that no other powers should be supported by the common thought, purpose, or power of the family of nations; (4) that the seas should be equally free and safe for the use of all peoples, under rules set up by common agreement and consent, and that, so far as practicable, they should be accessible to all upon equal terms; (5) that national armaments should be limited to the necessities of national order and domestic safety; (6) that the community of interest and of power upon which peace must henceforth depend imposes upon each nation the duty of seeing to it that all influences proceeding from its own citizens meant to encourage or assist revolution in other states should be sternly and effectually suppressed and prevented.—*President Wilson, second inaugural, March 5, 1917.*

IS YOUR COMMUNITY FIT?

Surgeon General Blue of the Public Health Service Raises Pertinent Questions on Community Health

The position of the school teacher as one of the leaders in the community makes her peculiarly responsible for the promotion of home and community health. Some idea of the way in which this may be accomplished is indicated in the following list of questions prepared by Surgeon General Blue of the United States Public Health Service. Why not read them over carefully and see how you can help improve health conditions in your community?

Public Health is Purchasable

1. Who is responsible for the health of your city or community? Have you a health officer? Does he give all of his time to the work? Or, are you depending upon a busy doctor who accepts this position at a nominal salary for the honor he feels attached to it? It is well to bear in mind the truth of the motto: Public health is purchasable. In a large measure a community can limit the degrees of prevalence of disease.

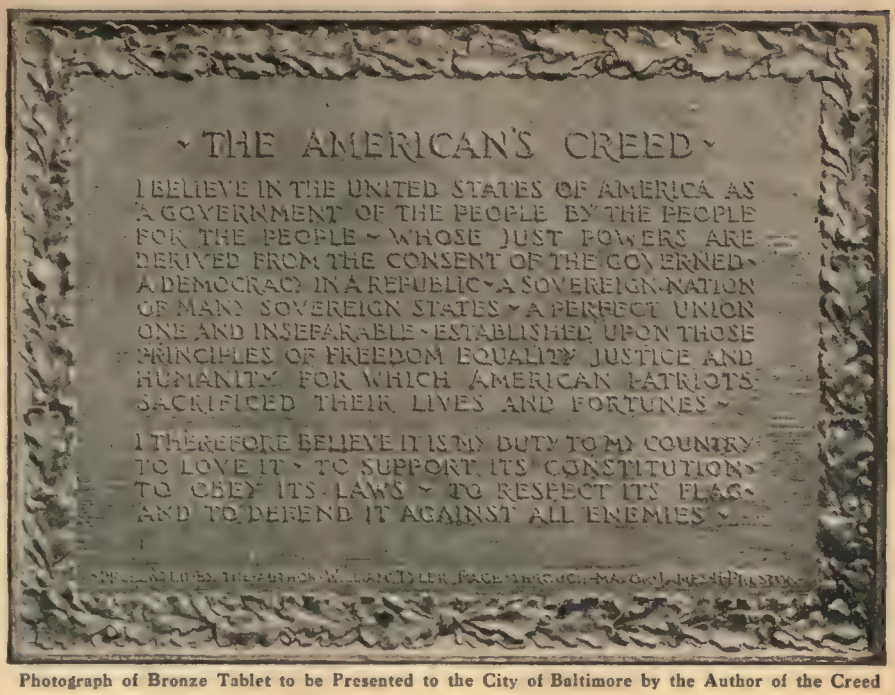
2. Have you any definite information as to the prevalence of preventable diseases in your community? Without such information health officials can not direct their activities in a way that will yield the largest returns in disease prevention. All doctors must report such diseases as part of their responsibility to the community.

Safeguard the Water Supply

3. Have you a safe water supply? How do you know that it is safe? You can not know unless you have bacteriological tests made frequently and regularly. Typhoid fever, dysentery, and other water-borne diseases may be expected unless your water supply is kept safe. Do you permit a large proportion of your citizens to use water from wells which may be polluted?

4. Is your town adequately sewered or are there still many homes with cesspools and insanitary privies? Are you and your neighbors doing anything to check the breeding of flies, and the spread of fly-borne diseases? Does your community enforce any ordinance providing for the screening of food against flies in markets, restaurants, and food stores?

William Tyler Page, Author of "The American's Creed"


THE AMERICAN'S CREED
I BELIEVE IN THE UNITED STATES OF AMERICA AS A GOVERNMENT OF THE PEOPLE BY THE PEOPLE FOR THE PEOPLE - WHOSE JUST POWERS ARE DERIVED FROM THE CONSENT OF THE GOVERNED - A DEMOCRACY IN A REPUBLIC - A SOVEREIGN NATION OF MANY SOVEREIGN STATES - A PERFECT UNION ONE AND INSEPARABLE - ESTABLISHED UPON THOSE PRINCIPLES OF FREEDOM EQUALITY JUSTICE AND HUMANITY FOR WHICH AMERICAN PATRIOTS SACRIFICED THEIR LIVES AND FORTUNES -
I THEREFORE BELIEVE IT IS MY DUTY TO MY COUNTRY TO LOVE IT - TO SUPPORT ITS CONSTITUTION - TO OBEY ITS LAWS - TO RESPECT ITS FLAG AND TO DEFEND IT AGAINST ALL ENEMIES -

Photograph of Bronze Tablet to be Presented to the City of Baltimore by the Author of the Creed

5. What effort has been made to ascertain whether or not your milk supply is safe? Diphtheria, scarlet fever, septic sore throat, typhoid fever, dysentery—all may be spread by unsafe milk.

Treating Tuberculosis

6. Do you know how many of the registrants from your community were rejected by the medical examining boards as unfit for military duty on account of tuberculosis? Has a campaign for the relief and prevention of tuberculosis been organized? Where the patient requires hospital care, is provision made for such care, either through city institutions or by arrangement for bed space in state or district tuberculosis hospitals?

7. A nation-wide campaign for the prevention of venereal diseases has been organized. Is your community planning to take advantage of the recent Federal enactment and appropriation for the control of these diseases?

Control Malarial Fever

8. Is malarial fever a health problem in your community? Has a survey been made by experts to advise as to proper methods of control? The anopheles mosquito, carrier of this disease, may be breeding in water which needs draining, oiling, stocking with fish, or other means of mosquito control. Control malaria in your community and you may find you have less labor shortage, the physical well-being of your people may show a marked improvement, and your community may enjoy a great industrial and economic uplift.

9. Is your community an industrial center? Are the workers properly housed and fed? Have the working conditions been investigated so as to reduce to a minimum the health hazards of the industries? The prosperity of your community depends largely on maintaining the maximum output of your industries, and this in turn depends largely on the health of the workers.

School Health Clinics

10. Are your schools provided with health supervision to control the spread of communicable diseases among the children and to limit the number of sources of contagious diseases which spread rapidly when carried to susceptible persons? Do your children have the advantage of regular physical examination by a physician? Is there a clinic for the treatment of all the physical defects discovered as a result of this examination? The after-war development of your community will depend largely on the physical fitness of your present school population.

11. Last, but not least, what is being done to protect the babies in your community? Have you a baby health station? Do you make provision for expectant mothers in your community who are in need of advice and supervision? If your community is small, at least one full-time public health nurse should be employed for the instruction of mothers in the care of themselves and their babies.

THRIFT WISDOM

"Economy makes happy homes and sound nations. Instil it deep."—*George Washington.*

"Teach economy. That is one of the first and highest virtues. It begins with saving money."—*Abraham Lincoln.*

"No boy ever became great as a man who did not in his youth learn to save money."—*John Wanamaker.*

"Above all, teach the children to save; economy is the sure foundation for all virtues."—*Victor Hugo.*

"Save and teach all you are interested in to save; thus pave the way for moral and material success."—*Thomas Jefferson.*

Go to the ant, thou sluggard; consider her ways, and be wise; which having no guide, overseer, or ruler, provideth her meat in the summer, and gathereth her food in the harvest.—*The Bible.*

Rural Schools

HELPING THE RURAL SCHOOLS

The average of education, professional preparation, experience, and salary is generally lower among the teachers in rural schools than in any other type of school. These schools and their teachers are not close together and easy of access as in a city school system. In the large majority of the states, one man or woman, the county superintendent, is responsible for all the oversight and assistance that is afforded to these isolated, poorly equipped, heavily burdened teachers.

The Helping Teacher Plan

In some states plans have been made to supplement the work of the county superintendent and to provide the country teachers with a reasonable amount of supervision and help. The New Jersey "Helping Teacher" plan is one of the most successful. The helping teachers are really supervisors, but they are called helping teachers. There is one in every rural county in New Jersey, and in some counties two.

The helping teacher works, under the direction of the county superintendent, in the distinctively rural schools and town schools of the county which have no supervising principals. Her work is not, however, confined to one-room schools; for there are some consolidated schools of two, three, or four teachers. If there are two helping teachers in a county, each has her own territory.

Improving Classroom Instruction

This limiting of the field provides for a concentration upon the one problem of improving country school instruction not possible to an unaided county superintendent. Instead of visiting the schools once or twice a year, she sees each teacher at work once a month or oftener. Instead of a hurried call, mainly occupied with an inspection of the register and a few remarks to the pupils, she spends from an hour or two to a whole day studying the situation with a practiced eye, helping with the teaching, demonstrating new methods, organizing the children into health clubs, civics clubs, or better language clubs, stimulating Red Cross and other patriotic activities, and, in conference with the teacher before leaving, offering commendation, suggestion, or constructive criticism.

Helping Teachers Help Communities

But the helping teacher's work does not stop with class room visitation. She organizes the teachers into study clubs, stimulates and aids them to get their communities working together in parent-teachers associations, confers with the superintendent and trustees on text book selection, school equipment, and school plans, and otherwise earns her title in every capacity, for she *helps* every one. Appointments as helping teachers are made by the state board on recommendation of the state department of education, and on the basis of professional qualifications of education, training, and experience. Efficiency is further insured through very thorough supervision by a state supervisor of elementary education.

VICTORY SAVINGS ARITHMETIC

It is well to bring the whole school together on topics of common interest, such as War Savings stamps. Each child will find there is something he can do to contribute to the final results. Here is the way it works. One of the big boys or girls who can write clearly, may copy on the board the War Savings stamp table. Then an intermediate grader may read what a War Savings stamp costs in January, another what it costs in February. Another may read what the cost is in March. Certainly, toward the end of the list the little folks will be reading the table. Then they may form a group to play buying and selling War Savings stamps, using toy money. A problem is read, and the lowest grade pupil who volunteers goes to the board to solve it, while a harder problem is spoken for by a more advanced pupil. The results are discussed by the whole group.

WAR SAVINGS STAMPS TABLE

1919 War Savings Stamps Cost

$4.12 in January	$4.18 in July
$4.13 in February	$4.19 in August
$4.14 in March	$4.20 in September
$4.15 in April	$4.21 in October
$4.16 in May	$4.22 in November
$4.17 in June	$4.23 in December

1919 War Savings Stamps Worth Five Dollars, January, 1924

Here is a list of such problems, of varying degrees of difficulty. Perhaps your older pupils will enjoy adding to it others of their own making:

How many Thrift stamps and how much extra must you pay for a War Savings stamp in March, 1919? In June? In September? In November? What will be the total cost of the four stamps?

If you buy one War Savings stamp each month in 1919, what will be the total cost of the twelve stamps. How much money will the Government pay you for the twelve stamps in 1924? How much will your money earn in that time? What per cent is that on your investment?

If you wanted to get $100 back in 1924, how many stamps would you have to buy in 1919? How much would they cost if you bought them all in January? What would be the difference in the cost if you bought them in December?

If you had $100 to invest in War Savings stamps how many could you buy in January? What would they be worth in 1924? How many Thrift stamps would the money left over from the purchase of War Savings stamps buy and how many pennies would be left over? How would this problem come out if you waited until December to make the investment?

A family plans to save for a piano during the year 1919? Father agrees to buy three stamps a month, mother, two, John one, and Ellen one. How much will they get back in 1924? How much will they invest? How much will the Government pay them for the use of their piano savings?

A THRIFT PANTOMIME

Characters

Mother	Education
Three children	Thrift
Waste	Prosperity
Poverty	Health
Hunger	Happiness
Sorrow	America

Prologue

(*America speaks. As she names the characters, they step in front of the curtain a moment, then disappear.*)

Sometimes into our homes we allow Waste to enter. She brings in her sisters, Poverty, Hunger, and Sorrow, and together they sometimes rule in our homes.

Education cannot tolerate Waste, and will bring in Thrift who will drive Waste away. When Waste is driven out, Poverty, Hunger, and Sorrow will also disappear.

When Thrift replaces Waste in the home, her sisters, Prosperity, Health, and Happiness will bring their blessings.

America will reward Thrift for she is a faithful servant.

Picture 1

(*A neat, clean kitchen with a woman preparing a meal. Three little children play on the floor.*)

1. The woman throws away good food, using only the choicest parts.

2. Waste looks in at the door and watches the preparation of the meal. She grins and enjoys the sight of the wasted food.

3. Waste beckons to someone off the stage.

4. Poverty, Hunger, and Sorrow join her.

Picture 2

(*The same kitchen, shabby and dirty. The woman and children are in rags. One child is sick and is wrapped up in a dirty blanket.*)

1. The mother is caring for the child.

2. The four figures, Waste, Poverty, Hunger, and Sorrow, watch from the back of the room, enjoying the scene.

3. The mother leaves the child to prepare a meal.

4. Education enters with a book, opens it, and shows it to the woman. Education invites Thrift who enters, and drives away

KEEP ON SAVING

BUY United States THRIFT STAMPS

BUY War Savings Stamps 1919 SERIES

Keep on: Keep up your Savings Society: Keep your Pledge: Your Government needs the Money: You need the Savings: Keep on Saving.

ISSUED BY THE UNITED STATES GOVERNMENT, TREASURY DEPARTMENT.

the four figures of Waste, Poverty, Hunger, and Sorrow.

5. Prosperity, Health, and Happiness enter.

Picture 3

(The neat, clean kitchen again. All are happy and well dressed. The woman is carefully preparing a meal.)

1. The children are dancing and playing.

2. Thrift is watching over the preparation of the meal, and Prosperity, Health, and Happiness are watching the children.

Picture 4

America in the center, looking at Thrift on her right with Happiness behind Thrift. Prosperity and Health are on America's left. The woman and children are at her feet.

Picture 5

All fourteen characters return for an instant, America leading; forming a line across the platform, each one carrying a flag and a large letter; when the characters are arranged in line, the letters spell T-H-R-I-F-T S-T-A-M-P-S.

TIME THRIFT IN CHILD TRAINING

The average length of the school term in the United States ranges from 123 days in one state to 194.2 in another. The average attendance ranges from 72.9 days in one state to 154.8 in another. In the United States, then, a child who attends every day school is in session may get from 984 to 1553.6 days of schooling during the eight years that are supposed to be given to an elementary education. A child who attends only as much as does the average pupil, actually spends from 583.2 to 1238.4 days in school. If we allow six hours as the length of a school day, the first child gets from 5904 to 9321.6 hours of education, the second from 3499.2 to 7430.4 hours, assuming that the child is being educated all the time he is in school.

Save Child Energy

These hours are very precious. What are we doing with them? Are your pupils being educated every hour they are in school? Or are they sitting idle and listless; or else stultifying their minds with meaningless, purposeless, valueless tasks through from four to six hours of each school day? The waste of child time, child energy, child interest, and child ambition in school vacations is one of our great national losses.

UNCLE SAM AT DINNER

Little John's Uncle Sam had just returned from France where he had helped win the great victory. He was tired and hungry, and needed lots of things. He went to see little John. At the dinner table there was only one piece of cake left. John took that piece and did not even divide it with Uncle Sam. Then little John ate only the frosting and wasted the cake which he had selfishly taken.

When boys and girls waste anything, they always make somebody else do without it. If nobody wasted anything, there would be more for Uncle Sam, so that he would get what he needs.

Every time you go without something and buy a Thrift stamp, you can play that you are entertaining Uncle Sam at dinner. You are really helping him buy things he needs for his soldiers and sailors.

SONGS FOR CRUSADERS

Nothing helps us to get into the proper spirit for a big enterprise so much as stirring songs. They are just what we need for our Health Crusade. Crusader words to popular tunes—they are easy enough to think up. Try these Oklahoma and Texas ones. This one is to the tune of "Way Down South in Dixie:"

"I am a Health Crusader. Hooray, Hooray!
Against disease I take my stand
To fight all germs in Dixie land.
Beware! Take care! Bad Health's a Tricky Trader—
Line up! Sign up! and be a Health Crusader!"

You have heard the popular war song, "Keep your Head Down, Fritzie Boy," haven't you? Here is a new version of it:

"Use your tooth-brush, Billy Boy,
Take ten deep breaths, Billy Boy.
'If you don't watch me,' says the deadly germ,
'I'll get you, I'll get you!'
Did you wash behind your ears, Billy Boy?
How much water did you drink today?
If you want to live in Dixie 'till you're ninety-three
Keep the Health Rules, Billy Boy."

STORY OF ALBERT, KING OF THE BELGIANS

In the early days of the war, a steady stream of stretchers poured into a Belgian field hospital. There were few nurses and fewer surgeons, all working feverishly to serve the needs of the brave fellows whom those ceaseless stretchers bore. The operating tables were full. The doctors could undertake no more cases. A Red Cross nurse knew that a newly arrived wounded soldier would die without immediate assistance. She knew what to do for him, but she could not do it alone.

Looking desperately about, her eyes fell upon a man who was walking through the hospital, stopping with a cheery word at each bed. She called to him.

"Can you obey orders implicitly?" she asked.

"I think so," he said.

"Then come here at once." As he stood beside her, she worked skilfully with brief, quick orders which her helper carried out quietly and effectively. But a few minutes and the work was done. The soldier, his life saved, lay bandaged and comfortable upon a clean bed.

The nurse turned gratefully to her assistant.

"You are a good worker," she said. "You know how to take orders. I should like to know your name so that I may tell this soldier who helped to save his life."

"It was you who saved his life," said the stranger, "but if the soldier wants to know my name you may tell him that the men here call me Albert."

Primary Grades

BRING BACK OUR MEN

And now the war is over,
What will our money do
For soldier boys in khaki
And sailor boys in blue?
Your thrift stamps and your money
Will help our dauntless men.
It helped to send them over,
'Twill bring them back again.

—*L. C.*

THE CALL FOR THRIFT VOLUNTEERS

A rub-a-dub dub! A rub-a-dub dub! "Here come the soldiers!" said little Bob, who was standing on the curb waiting for the parade to go by. Beside him was his sister Betty.

How splendid the soldiers were! They were great, fine looking men just back from France where they had been fighting for liberty. Everybody in the town was out to cheer the brave men and welcome them home.

"Oh," said Bob, "I wish I could have been a soldier in Uncle Sam's army. I'd like to wear a uniform and fight for my country. Now the war is over and I'll never get a chance. I can't even be a Boy Scout until I'm twelve," he added ruefully.

"If you want to be a soldier you can be one in my peace army, young man; and I want you, too, my little lady. Indeed, I want every child in America to enlist in my great army of thrift," said a voice beside them.

Bob and Betty turned and found themselves looking straight into the eyes of Uncle Sam—on the billboard.

He pointed his finger at them and seemed to go right on talking.

"Every one who works hard may join my army," Uncle Sam seemed to say.

"How?" asked the children in one breath.

Uncle Sam did not answer. The children were puzzled. They saw only a big, pleasant-looking porter near by. Surely some one had been talking to them. And stranger still, some one, maybe it was the porter, had put some little paper booklets into their hands.

"Oh," cried Bob. "This tells all about

the army. Here is the first command. It says, 'Buy War Savings Stamps.'"

"Yes, and it says every one who can must buy them," added Betty. "Well, I am going to be an officer in this army anyway. I guess a girl has as good a chance as a boy in Uncle Sam's Thrift Army."

"I don't know so much about that," laughed Bob. "I'm not going to stop until I'm commander-in-chief. Just watch me!" he said as he saluted Uncle Sam's picture.

"Do you suppose that porter *did* talk?" asked Betty.

"I don't know," answered Bob, "but we'll enlist just the same."

THE STAMP AND THE BOND

A Liberty Bond and a little Thrift Stamp
Met out on the street one day,
As the soldiers marched by with their
Tramp, Tramp, Tramp,
And they watched them on their way.

Said Liberty Bond to little Thrift Stamp,
"You're small by the side of me."
But Thrift Stamp replied, "I too light
the lamp
That's burning for Liberty."

"I grow out of pennies, nickels, and dimes
That children have saved for me,
To buy me they gladly give up good times
For our boys on land and sea.

"Yes, I may be small, Mr. Bond, I know,
But the boys and the girls to-day
Will gather and harvest my seeds to sow
In the heart of the U. S. A."

—*Eleanor Johnson.*

MARY ELLEN'S WISE PURCHASE

What would you think if your dear grandfather were to give you a long iron nail and tell you to go to the store and buy what you wanted with it?

You see, in those early days, when America was just beginning, money was scarce among the colonists and long iron nails were much needed for building. So Grandfather Boothby and Mary Ellen's father made the precious nail-rods which were readily taken at the store instead of money. They dug the iron ore during the day and at night while grandmother knit in the one corner and her mother spun in the other, Mary Ellen sat by the chimney, up which the flames roared and crackled, and watched the ore turn to a soft red mass. Then, when it was just right, it was taken out and hammered and wrought into smooth long nails by her father and grandfather.

And now one of these precious nails was in her very own pocket.

"That's the smoothest and straightest I've made for many a day. You shall have it, little daughter, to buy whatever you like," said her grandfather.

As Mary Ellen's father lifted her up on the horse behind her mother, he whispered to her: "These are troublous times, little daughter, so use your nail-rod wisely."

And when Grandmother Boothby came out to see them off she called out: "Spend nothing in vain show and idle frippery, Mary Ellen."

All during the pleasant ride through the woods Mary Ellen thought happily of what she would buy at the store.

At last the store was reached. While Goodwife Boothby exchanged her nail-rods for tea and sugar Mary Ellen looked about her. High on a shelf stood a smart little row of jugs and plates and glass mugs. Mary Ellen climbed on a box and spelled out the words on the mugs, "To a Good Boy," "To a Good Girl." There was one pink plate with pretty scalloped edge on which were pictures of a castle and a little boat sailing on pink waters. When the storekeeper had taken it down for Mary Ellen, and she found that the price of it was one nail-rod, she felt sure that she wanted it.

"I'll take the plate, if you please," she said to the storekeeper. As the plate was being wrapped, she suddenly remembered her father's words, "Spend wisely, little daughter." Mary Ellen hesitated.

The plate was so pretty and Grandfather had said she was to buy what she pleased.

But the brave little girl hesitated but for a moment. Then quickly brushing back the tears of disappointment she said: "I think I'll not take the plate after all, sir. These are such troublous times," she added in prim imitation of her father.

When Goodwife Boothby and Mary Ellen came home that night, the little package was spread out on the table for all to see.

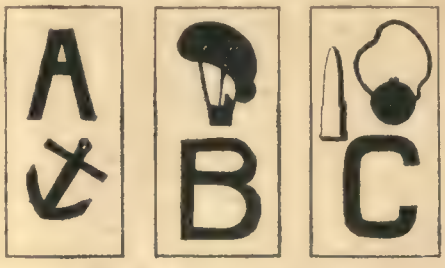
"And what did my little maid buy with her nail-rod?" asked Grandfather Boothby.

Then Mary Ellen laid her purchase on the table with the rest. And what do you suppose it was? It was a bag of coarse salt!

"I knew we had to have this," she said, "so I bought it with my nail-rod."

NEW MEANING OF CITIZENSHIP

"Wake up, America!" became a popular slogan in 1917, and America awakened to many things. One fact we now recognize is that in our national and educational life we had given too little emphasis to



A Hint in War-Illustrated Letters

patriotism, courage, and self-sacrifice as essential elements in the characters of our growing boys and girls.

Are we aroused to the fact that upon us rests the responsibility for laying the foundations for a new consciousness of the meaning of citizenship which should be our children's heritage from the Great War?

It is not necessary or expedient to outline in detail a course in citizenship for little children. However, it might be well to call attention to several phases of our teaching which have received a new emphasis in the light of recent events.

For one thing we need to put more stress on the teaching of manners. There is a necessary connection between democracy and good manners.

Another fact brought home by the war is that we are not the only people in the world. Citizenship of the highest type is governed by good will and expressed in service. German atrocities would not have been possible if German children of the past generation had been imbued with this ideal of citizenship.

The war has brought still another realization. Our country is a refuge for the poor and congested peoples of the other countries who will become law-abiding, patriotic citizens of their adopted land if they are given a chance.

Wake up, then, teachers! Nowhere can the new citizenship be better cherished for the next generation than in our primary schools.

A SONG OF THRIFT STAMPS

Sing a song of thrift stamps,
Pocket full of pennies,
Only one and twenty four,
That's not very many.

When the pocket opens,
The pennies all will plan,
To buy a little thrift stamp
For dear Old Uncle Sam.

— *L. M. C.*

UNCLE SAM STILL NEEDS YOU

Uncle Sam spends most of his time in Washington where the President lives, but lately he has had on his seven-league boots and has been going out into other lands to help them to be free and safe as we are.

Perhaps you have stood in front of a large colored poster of Uncle Sam. He is not smiling as usual. He points his finger at you and says, I want you.

That was Uncle Sam's first thought when he decided to make our country the most helpful in the world. He needed your help then and he needs it now. Wave the Stars and Stripes and go to work today for Uncle Sam.

SUGGESTIONS FOR "LITTLE MOTHERS"

Have you a baby at your house? What is her name How old is she? Do you love her? Do you ever help to take care of her? What can you do to make baby sister or brother happy and to keep baby well? Here are a few rules for helping you to take care of little brother or sister:

Do not let people play with the baby as if it were a toy.

Keep flies away, as they carry disease.

Do not kiss baby on the mouth or let other people do so.

See that baby does not put anything in his mouth. No pacifiers, candy, bananas, patent medicines, soothing syrups, sucking of thumb or nipples of empty bottles should be allowed.

When testing the heat of the milk in baby's bottle, place a drop on the inside of your wrist instead of putting it in your mouth.

Remember that rocking, tossing, and tickling are bad for baby's nerves.

Your little baby brothers and sisters are Uncle Sam's little babies, too. He loves them and wants them to grow up to be his fine men and women. Help your mother and help Uncle Sam.

Intermediate Grades

AS THE TWIG IS BENT

"As the twig is bent . . ." You know the saying well. Don't you wish that, during your school days, your teachers had encouraged you to be economical by overseeing your bank account? Suppose you had divided fifty-fifty between the candy man and the savings bank instead of spending all with the candy man. One hundred dollars saved when you were ten or so would now be one hundred and fifty, and you would not have missed the candy you did not have.

Today, children have a better chance to learn to save than you had because Uncle Sam now offers to be the banker and will cheerfully repay a hundred dollars for the loan of eighty. Meantime, there is the fun of licking, counting, comparing, and exchanging Thrift stamps, all of which fits in with childhood as it likes to be. The war speeded the buying of these stamps but the habit of thrift is not formed. Backsliding is noticeable. Reversion to the one hundred per cent candy man is possible. Remember the one hundred and fifty dollars you might have had and help your children to the place where it is easy and natural to save a little.

A THRIFT DEBATE

Resolved, That a penny saved is greater than a penny earned.

Suggested Brief

Affirmative:

1. It is harder to save than to earn.

2 Those who save have plenty in the end while many who earn more have nothing.

Negative:

1. One cannot save unless he earns, so earning is more fundamental.

2. Those who earn plenty can save more easily.

Have the pupils take sides, debate the question, and see just what is true in this matter of thrift.

THE APPEAL IN THRIFT

1. *Imitation.* No child wants to be peculiar. He will often say, "I want it because all the other children have it." This can lead him astray if the style is extravagant. If the teacher helps to make the style thrift instead of waste, she will have the coöperation of the instinct, imitation.

2. *Acquisitiveness.* Any mother who mends trousers with pockets knows that the collecting instinct is strong. Often it vents itself on useless articles like rusty nails, bits of iron, pebbles, and old penknives; but it may be turned to good account with a little direction. Enthusiasm can be aroused over collecting thrift stamps.

3. *Rivalry.* Sometimes this useful motive goes wrong. The teacher is needed in order to prevent it from creating ill feeling. Carefully guarded it is an aid in thrift work.

4. *Desire to produce.* The eagerness with which boys take paper routes though they make very little by their sales, shows how instinctive it is to be independent. To live well and judiciously is to obey the laws of thrift.

5. *Clear aim.* No amount of effort is too great for a child if he is led sympathetically over the roughest places when he sees the use to which his work is to be put. He wants to be something and to do something. Perhaps he is willing to save toward going to college, buying winter clothes, or a summer's vacation.

A GOOD HEALTH GAME

Children Sing

This is the way to clean your teeth, clean your teeth, clean your teeth,
This is the way to clean your teeth every night and morning.
Take your brush, go up and down, up and down, up and down,
Take your brush, go up and down, every night and morning.

Don't forget both back and front, back and front, back and front,
Cleaning teeth is quite a "stunt" every night and morning.
If you brush them faithfully, faithfully, faithfully,
You a knight will surely be, every night and morning.

Teacher Sings

Rows of shining pearls I'll see, pearls I'll see, pearls I'll see,
When the children smile at me, every night and morning.

—*A. W.*

KING GOOD HEALTH WINS

Announcer. This play takes place near the castle Bad Health. You see the name over the gateway. The moat is a stagnant pool. Notice the closed, darkened windows—no air—no light. The gargoyles Stay-Awake, Dirty-Hands, and Gobble-Your-Food grin from the cornices. Weird birds of the species Bad Temper scold from the forest of Germs near by. In the castle dwells the monster Disease who devours children. Even now he demands his tribute. Hear!

Voice of Monster. More, more children! Send me more, I say!

(*Sad mothers creep on the stage in terror while pale children cling to their skirts.*)

Mother Dear. That voice again! So few are left us!

Voice of Monster. More! More!

Mother Mine. What shall we do to save the children? Must the Dragon Disease devour them all?

Voice of Monster. More! Hasten! More!

Little One. Sick am I, Mother Mine. The voice calls. Fain would I go.

Mother Mine. Nay, nay, my first born, thou canst not leave me so.

Other Pale Ones. Deny us not, Good Mothers, we must obey.

Mother Dear. Oh, oh, we are lost! Will no gallant knight come to succor us? Alas!

All. Alas! Alas!

(*A sound of horse's hoofs upon the pavement. Nearer, nearer, until—enter Squire Oxygen.*)

Sq. Oxygen. Good dames, methought I heard voices in distress. Is it true?

Mother Dear. Too true, alas, my lord!

Sq. O. Pray, what's amiss?

Mother Dear. Alack, our children needs must follow the voice of Disease into the dark castle. At his call they leave us. List!

Voice of M. More! Speed the coming! More!

Sq. O. Ha! The Dragon Disease! Weep not good mothers. Soon will he be vanquished. My master is nigh.

(*Blows three loud blasts to which a faint response is heard. Then the clatter of hoofs comes nearer. The clash of armor grows louder. Enter King Good Health with his knights, squires, and pages.*)

King G. H. How now, Squire Oxygen, what means this call?

Mother Dear. Oh, sir, see before you these miserable ones? Our children are taken from us by yon monster. Save, oh save the children!

King G. H. Hold! Not the Monster Disease? Ha! At last have we trapped him to his lair. Weep not, fair ones, we will save your children. Attend thy orders, my men!

(*The knights, squires and pages form a line.*)

King G. H. Sir Scrubwell.

Scrubwell. Ay, my lord!

King G. H. Gird on thy armor of bristle brush, and prepare to ope thy soap powder pouch.

Scrubwell. Truly will I, and make for the monster's ears. Loath will he be to feel my strong arm. And too, my king, until he howls for mercy!

King G. H. So do. Now, Knight of Bath, prepare thy towels of mail, for there is work ahead.

K. of Bath. By my soap-suds, oh, King, such a dousing will he get as no monster

With Liberty and Justice for All

ever knew! His filth will lose its power, once I have him in my grasp.

KING G. H. Squire Oxygen, go thou with my knight, Sir Chester Straightfellow. With thy window-stick-spear ope the lattices in yonder castle. Blow in the fresh! Blow out the foul!

SIR CHESTER. By my great chest, no monster shall survive while I do live to fight!

KING G. H. Well spoken, friend! Now, Keeper of the Pearls, stand forth. Yours is a worthy calling. Where is thy paste-tube shield and thy brush spear?

KEEPER OF P. Here, my master!

KING G. H. Keeper of the Pearls, attack yon monster, tooth and tooth!

KEEPER OF P. Faith, master, that will I do right willingly.

KING G. H. Come forward, Sir Crystal Drinkwater. Is thy goblet full, my knight?

DRINKWATER. Quite, my lord.

KING G. H. Then, while thy brother knights do bind him, force thou the water down the monster's gullet.

DRINKWATER. Yea, and when all in the goblet is drunk yon page Lend-a-Hand will bring me more.

LEND-A-HAND. Certain will I, Sir Crystal. Right many goblets will I fill for to kill the monster Disease.

KING G. H. Good. Soft now, Knight of Knights, didst bring thy pouch of sand?

K. OF KNIGHTS. Yea, good King, I await thy orders.

KING G. H. Go to yon monster, sprinkle thy sand on his writhing form and repeat,

"Magic words beyond thy ken,
Hours of sleep I give thee ten."

KING G. H. Little pages, Dimply-Laughter and Spick-and-Span, be ready when the monster is slain to coax sunshine into the castle, drain the moat, and make all neat and tidy.

DIMPLE-L. May I make the sunbeams dance for the babies, my lord?

KING G. H. Yea, verily, my page. And now is all in readiness?

ALL. Full ready, King Good Health!

KING G. H. My blessings on thee. Go!

(*Exit all but the King, mothers, and children.*)

VOICE OF M. More, more children I say!

(*All is still, then a great crash, a groan!*)

VOICES WITHIN. Brush his tough hide. Here, break I the monster's girdle of dirt. Take thou this splashing—and this—and this!

(*Gradually the uproar dies. Pages Spick and Span and Dimply Laughter take their places at the gates of the castle blowing thrice upon their bugles. The Health Knights come forth battered but triumphant.*)

MOTHERS AND CHILDREN. (*Falling on their knees to the knights.*) We bow to thee, our deliverers!

KING G. H. Arise, my friends! Now is the time of great rejoicing. Yon monster Disease is slain by my noble knights. Spick and Span remove the coat of arms from the castle. Place instead one that reads, "The Abode of the Well." Mothers, train thy children to be knights like these; and this thy castle from henceforth, shall be the dwelling place of Content.

MOTHERS. Gladly will we obey, great King!

KING G. H. Farewell, fair mothers all!

Upper Grades and High School

THRIFT HELPERS

For some years to come everyone in this country, as well as the people of other countries recently at war, will have to practice thrift. There should be no let up in the emphasis placed by the teacher on this important civic virtue. It is suggested that several lessons in the period devoted to civics or economics should be given to a discussion of the various means that society has provided to assist the thrifty in taking care of their savings.

Depositing the Savings

These lessons would include, of course, the relative safety of the deposit or investment as well as the reasons why some investments bring greater returns than some others. National banks take care of funds without charge but usually pay no interest on checking accounts. They loan part of the money and make their expenses and profits out of the interest on these loans. They have to maintain a large reserve so as to be able to pay promptly the demands of depositors. State banks are organized under state laws, like trust companies which frequently do a banking business. These often pay interest since they are usually permitted to lend a larger percentage of their deposits than national banks. Savings banks may only invest their money in public bonds, mortgages, or real estate. They do not keep much money on hand. Hence notice must be given of the depositors' intention to draw out money. Savings banks are always able to pay interest and the money is exceptionally safe in them.

Savings Associations

Another way of saving in small sums is through mutual loan societies, or "building and loan" societies, as they are sometimes called. A number of people, say a thousand, agree to save one or more dollars a month. When this is paid in, there is at least one thousand dollars ready to be loaned on good security. The expenses of these societies are very small and the interest on deposits is high if the monthly payments are kept up until maturity—that is, until the deposits plus the income have reached a certain sum, usually one or two hundred dollars.

Common Forms of Investment

The most common form of investment, until recently, was in the stocks and bonds of corporations. If the company is doing a good business that is likely to continue and is honestly and efficiently managed, these may be good investments. Unfortunately such conditions are not always present, and the evil cannot be corrected by the holder of a few bonds or shares of stock. In general the higher the interest on the investment, the greater the risk of losing one's money.

State bonds or the bonds of counties or of other governmental divisions, such as cities and school districts, are very safe forms of investment because the state or city has always the power to raise taxes in sufficient amount to pay the bonds at maturity.

Liberty Bonds and Savings Stamps

But the best and safest investments of all are United States bonds and War Savings stamps. People are willing to accept a low interest because the whole taxing power of the Government is backing the safety of the investment. A State bond has the State back of it, but a United States bond has the United States back of it. Liberty bonds are good investments for selfish reasons as well as for patriotic reasons. Few State bonds are issued for sums as small as fifty dollars, but Liberty bonds and Victory bonds give the person with a small sum a chance for its safe investment.

The Practice of Thrift

Finally, War Savings stamps have exactly the same safety and security back of them as the regular Government bonds. They are, however, issued for small sums. In the second place it is to the interest of the Government that the saver should continue to practice thrift, hence one's money remains in the Treasury for five years, at the end of which time the principal and interest are paid together, while the interest on bonds is paid every six months. Furthermore, War Savings stamps can be redeemed only by the original owner or his legal representative.

THE AMERICAN AS HE IS

The typical American is he who, whether rich or poor, whether dwelling in the North, South, East, or West, whether scholar, professional man, merchant, manufacturer, farmer, or skilled worker for wages, lives the life of a good citizen and a good neighbor; who believes, loyally and with all his heart, in his country's institutions and in the underlying principles on which these institutions are built; who directs both his private and his public life by sound principles; who cherishes high ideals and who aims to train his children for a useful life and for their country's service. — *Nicholas Murray Butler, President of Columbia University.*

THE LEAGUE OF NATIONS PLAN

Teachers of history in upper grades and in high schools may well devote some of their time to a consideration of President Wilson's plan for a League of Nations. Not only should the terms of the agreement be considered but comparisons might profitably be made between the document and certain of our own fundamental state papers. Have the pupils compare, for example, the preamble with the preamble of the constitution. Let them notice the similarity between the plan for representation and the plan for voting, noticing also some radical differences (Articles two and three). Article five provides for the distribution of the expenses of the league. Assign a pupil or pupils to find out about the International Postal Union, what it is for, and how the expenses are distributed. Why is this a good way to distribute the expenses of the league?

How is the league to enforce its decisions? How does this differ from the plan of the Articles of Confederation? How are decisions under our Constitution made? Is there anything in the plan for the League of Nations that resembles this method? (Sections twelve, thirteen, and some of the following sections).

What did the colonies give up individually in order to form the Confederation? What greater thing did they get? What did the states give up under the constitution? Was this worth while in order to form a more perfect union? Find out what the great nations must give up under President Wilson's plan. Do you think it is worth while to give up these rights in order to reduce the possibility of wars and other disputes that might lead to war?

Other forms of analysis of the plan will readily suggest themselves to the teacher.

DEMOCRACY

Great mother of a new-born race,
All earth shall be thy dwelling place;
Democracy, thy holy name
Shall set the continents aflame,
Shall thrill the islands of the sea,
And keep thy children ever free.

—*William Mill Butler.*

THE QUESTION OF SELF DETERMINATION

Recall the former English colonies along the Atlantic coast from Maine to Georgia. Into what country have those colonies grown? How did the separation from Great Britain occur? What were the causes of difference between the colonies and the mother country? Were these the only English colonies in America at the time of the American Revolution? (In Canada and some of the West Indies, such as Jamaica, a total of about 25.) Do these latter colonies still belong to Great Britain? Do you know of any other large political divisions that are a part of the British Empire? How did Canada, Australia, and New Zealand act in the Great War? Wasn't the war a good chance for them to get freedom? Why did they remain a part of the British Empire? Explain that Great Britain has permitted the people of these sections of the Empire to lay their own taxes and to elect representatives to Parliaments held in their own countries. What advantage is it to Canada, Australia, and New Zealand to be parts of a great state? (Idea of economic advantage.)

Colonial Revolts and Transfer of Territory

Attemps of other peoples to secure power to lay their own taxes and choose their form of government. (1) Successful revolt of the Portuguese and Spanish colonies in America—Brazil, Argentina, Peru, Chile, Bolivia, and the establishment of a republican form of government. (2) Unsuccessful revolts. (a) Hungary from Austria in 1848, (b) revolts throughout Germany in 1848.

Transfer of territory as a result of war, the people having no voice in the matter. (a) Schleswig-Holstein (Northern part Danish, southern German in feeling though a part of Denmark) annexed to Germany as a result of a successful German war; (b) Alsace-Lorraine (population largely French) seized by Germany from France as the result of a successful German war; (c) ancient Kingdom of Poland divided among Russia, Prussia, and Austria as a result of successful wars by those countries.

President Wilson's Views

President Wilson's view (February 11, 1918): "That peoples and provinces are not to be bartered about from sovereignty to sovereignty as if they were mere chattels and pawns in a game."

"That every territorial settlement involved in this war must be made in the interest and for the benefit of the population concerned."

"That all well defined national aspirations shall be accorded the utmost satisfaction that can be accorded them without introducing any new or perpetuating old elements of discord and antagonism that would be likely to break the peace of Europe and consequently of the world."

Try to agree upon a statement of the right of a people to determine for themselves (self-determination) the form of government under which they wish to live.

THE NEW NATIONS OF EUROPE

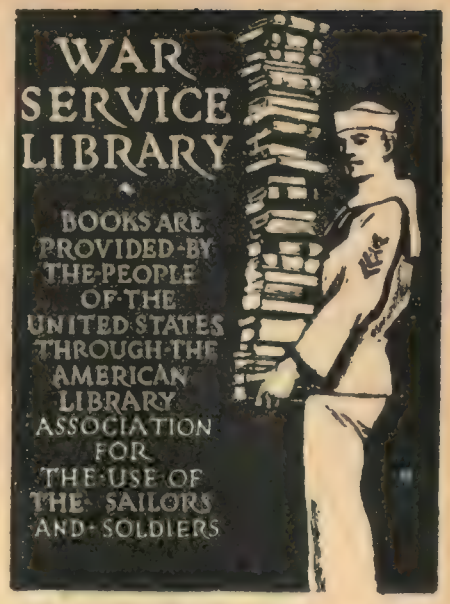
Review the races in the Balkans. Using a map of Eastern Europe, indicate in colors the racial groups in the Balkans, in Austria, and in Russia. Mark the ancient boundaries of Poland. Show the Czecho-Slovaks in northern Austria and Hungary, the Germans and Magyars, the Croats, Slovenes, and Serbs in southern Austria and Hungary. Mark the position of the Finns, Lithuanians, and Russians in Russia.

Some of the problems to be worked out by the Peace Conference in consonance with President Wilson's views are:

1. Shall all these different racial groups be allowed to form new countries?

2. Shall kindred races be forced to form federated states like the United States and Great Britain?

3. What shall be done with all the people of a race outside the boundaries of their newly organized states? (Germans in Hungary, Roumanians in Bulgaria.)


WAR
SERVICE
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4. What shall be done with all the people of alien races who live within the limits of the new countries?

Dangers of Many Small States

1. Inability to maintain the finances of the state without too great a burden.

2. Multiplication of frontiers and customs houses, similar to the situation in Germany before the Zollverein.

3. Difficulty of obtaining access to the sea for so many nations.

4. Inability to protect themselves against the aggression of large and powerful neighbors.

EDUCATION AFTER PEACE

After peace we shall be striving, in education, to do these things:

First, to give youth a real vision of genuine Democracy; second, to assimilate the peoples of other nations and to give them a similar vision; third, to give every boy and girl the largest opportunity that can possibly be provided.—*James P. Munroe.*

THE NEW ENGLISH EDUCATION ACT

With a view to the establishment of a national system of public education available for all persons capable of profiting thereby, the English education bill provides that primary education shall be reorganized on the physical and health sides to link it up with higher education; that the full time school-leaving age shall be raised without exception to 14, and even to 15 if local authorities desire; that compulsory part-time continuation day schools shall be established for all children between the ages of 14 and 18 for a period of eight hours a week; that every form of paid employment for children under 12, and for all children during the week before school hours, shall be abolished; and that all local authorities shall be compelled to coördinate all grades of education under local schemes half the cost of which will be paid by the State. This is in brief what the Education Act says must be done.

THE GREAT WAR
QUESTIONS AND ANSWERS

Readers seeking information on the war are requested to make their questions definite and concise. Naturally questions of general interest will receive first consideration.

What is an "ace"?

An "ace" is an aviator who has brought down at least five enemy airplanes. Examples of "aces" are: Captain Georges Guynemer, of France, who was killed September 11, 1917, with 53 airplanes to his credit; Major W. A. Bishop, of Great Britain, 72 planes; and Major Raoul Lufbery, of the United States, who lost his life May 19, 1918, 18 planes. A list of all the aces of the belligerents up to that time was published in the *National Geographic Magazine* for June, 1918. It credited 157 living aces to the Allies and 40 to the Central Powers.

What were the leading kinds of machine guns used by the Allied forces in the Great War?

Some of the principle patterns of machine guns were: the British Vickers Maxim; the French Chauchat, a light automatic gun; the American Lewis gun, a light gun widely used in airplane service; and the American Browning gun. There are two types of the American Browning gun, the Browning machine rifle and the Browning machine gun. The machine rifle weighs 15 pounds and is fired from the shoulder. In three seconds, this rifle fires a clip of 20 cartridges at one pressing of the trigger. The Browning machine gun weighs 34½ pounds and is fired from a tripod. Its ammunition is arranged in belts of 250 cartridges each, and it fires 20,000 rounds an hour.

What official recognition of distinguished service is given to soldiers and sailors in the present war?

By direction of the President, the following insignia are authorized for distinguished service in the present war: *Distinguished Service Cross*—A bronze cross of appropriate design, and a ribbon to be worn in lieu thereof, to be awarded by the President, or in the name of the President, by the commanding general of the American Expeditionary Forces in Europe, to any person who shall distinguish himself by extraordinary heroism in connection with military operations. *Distinguished Service Medal*—A bronze medal of appropriate design, and a ribbon to be worn in lieu thereof, to be awarded by the President to any person who, while in service with the Army, shall distinguish himself by exceptionally meritorious service to the Government in a duty of great responsibility in time of war or in connection with military operations against an armed enemy of the United States. *War Service Chevrons*—A gold chevron of standard material and design, to be worn on the lower half of the left sleeve of all uniform coats, except fatigue coats, by each officer, field clerk, and enlisted man who has served six months in a theater of operations during the present war, and an additional chevron for each six months of similar service. *Wound Chevrons*—A gold chevron of pattern identical with that of the war service chevron, to be worn on the lower half of the right sleeve of all uniform coats, except fatigue coats, by each officer, field clerk, and enlisted man who has received, or who may receive, a wound in action, and an additional chevron for each additional wound; but not more than one chevron will be worn for two or more wounds received at the same time.

In the Navy, provisions for war service chevrons and wound chevrons are similar to those in the Army, except that the period for war service chevrons is three months afloat or ashore in the European war zone or on the high seas of the Atlantic Ocean north of the equator. War service chevrons are also allowed to those who have served on vessels torpedoed or fired upon by enemy vessels, or who have served in aviation service in the United States, making actual flights in search of enemy vessels since May 25, 1918.

WHY MY PARENTS CAME TO AMERICA

In order that Americans might know what America means to the immigrants, and in order to promote sympathy for and family interest in the immigrant family, the Cleveland Americanization Committee has recently offered prizes to the sixth grade school children of that city for the best essays on the subject, "Why My Parents Came to America." The following is a characteristic essay written by a sixth grader of foreign parentage:

"My parents were born in Poland under the rule of the Kaiser. The reason they left is, the Kaiser would not allow anyone to speak in his native language, only forced him to use the German language. There were no Polish schools, churches, and only a few Polish books. We were not allowed to worship God as we pleased.

"The teachers were very cruel, especially the one that taught my mother. For any little misbehavior he would give you such a punishment which would last a long time and you would remember it all your life.

"They knew that America is the land of sweet freedom. So, selling all that they had, they came to this land of liberty, where we are still, and serve still for this country. I would let my head be cut off for the freedom of this land and the freedom of Poland. Hurrah for the starry flag. Long may it wave."

In addition to putting new life into the language work, the teachers of America generally would learn many interesting facts concerning our immigrant population if they would have each of the children from foreign families tell or write the story, "Why My Parents Came to America."

A NEW KIND OF SERVICE FLAG

"I am heartily in favor of a service flag which will show the patriotism of the employer by indicating the number of soldiers and sailors put back into the positions they left for military service," declares Secretary of Labor Wilson. "Such a flag should have a place of honor in every store, shop, and factory, side by side with the original war service flag. The one, showing the number of employees who left for the war, has been considered the badge of patriotism of the institutions displaying it. The other, showing the number of returned soldiers employed, will be an even greater mark of credit. Because it will carry, not only to the men themselves, but to their friends, and to the public at large, the reassuring message, 'We have kept faith with the men who entered the country's service.'"

"The Department of Labor is reemploying each soldier and sailor who left to fight for his country. Not only this, but the returned soldier will receive the additional pay which has been added to his salary because changed conditions and scarcity of labor necessitated such a raise. You may be quite sure that one of these flags will float from the Department of Labor. I shall be proud to see it there, and proud of every star upon it."

A NATION'S BUILDERS

Not gold, but only men can make
  A people great and strong—
Men who, for truth and honor's sake
  Stand fast and suffer long.

Brave men, who work while others sleep
  Who dare while others fly—
They build a nation's pillars deep
  And lift them to the sky.

—*Ralph Waldo Emerson.*

MIRACLES WROUGHT BY WAR

"I cannot help thinking of how many miracles this war has already wrought, miracles of comprehension as to our interdependence as nations and as human beings; miracles as to the removal of obstacles which seemed big, and now have grown small, in the way of active and organized co-operation of nations; in regard to the establishment and maintenance of justice.

"And the thoughts of the people have been drawn together; there has already been created a force which is not only very great, but very formidable—a force which can be rapidly mobilized, a force which is very effective when mobilized, namely, the moral force of the world.

"One advantage in seeing one another and talking with one another is to find that, after all, we all think the same way.—*Woodrow Wilson, in addressing a delegation of the French Society of Nations, Paris, February 13, 1919.*

UNITED STATES SCHOOL GARDEN ARMY NUMBER

NATIONAL

School Service

DIVISION OF EDUCATIONAL EXTENSION, DEPARTMENT OF THE INTERIOR

VOLUME I | WASHINGTON, D.C., MARCH 15, 1919 | NUMBER 14

SALVAGING EDUCATION

War Activities Leave Output of Many Materials of Value to Education in a Democracy

War conditions forced saving and salvage. The new waste-reclamation division of the Department of Commerce estimates that in 1918, $1,650,000,000 worth of scrap metal, scrap leather, waste paper, horse hair, cotton and wool waste, old rubber, second-hand bags, and the like, were reclaimed. Salvage engineers are busy raising vessels sunk by U-boats. The War Department saved $30,528,218 last year on shoe, hat, and clothing repairs in camps and cantonments. According to careful estimates, two million dollars' worth of gas and 1,250,000 tons of coal were conserved as a result of the daylight-saving law. With improved methods of salvaging men through re-education and rehabilitation, but few wounded soldiers remain incapable of self-support.

Films and Pictures

All these saving activities have led to the salvaging of those things of special value in education. Before our troops are withdrawn from Europe, the United States Government will possess in the War Department alone more than one million feet of motion picture films and more than 500,000 negatives of still pictures. Similar material available in the vaults of the associated governments will greatly increase these totals. This material constitutes a pictorial history never before possible. Every achievement which led to victory is graphically presented: the getting together at the country's call, the mastery of the job at hand, with its demand for an undreamed of power to produce and save; the rising need for health and morale; the construction of emergency cities, ships, docks, storehouses, railroad tracks, bridges, cars and locomotives, highways, motor trucks, telegraph and telephone lines; and the operation of all these in the greatest Service of Supplies the world has ever known.

Lasting Value in Peace

By means of a projection machine, no more difficult to secure than a sewing machine, these pictures may be brought to every school in the land. They served their purpose during the war, but their usefulness need not be over. As a nation, we should certainly adapt to the needs of civilian life those educational materials and devices which, though born in the emergency of war, have a lasting value in peace.

Useful for Visual Instruction

Millions of dollars' worth of films and slides owned by the Committee on Public Information, the Public Health Service, the office of the Surgeon General of the War Department, the Alaskan Engineering Division, the Bureau of Mines, the Reclamation Service, the Office of Indian Affairs, the Fuel Administration, the Departments of War and of the Navy, the Children's Bureau, the Forest Service, and the National Park Service, are but a few of the many resources for visual instruction which should be made available for schools in the teaching of such subjects as history, geography, the sciences, health, civics, and economics.

Manuals, Handbooks, and Courses

During the war at least eighty-nine different governmental agencies carried on some kind of educational work. Practically all of these prepared material in the form of courses, syllabi, or informational leaflets which would be of value to the schools. The Provost Marshal General has published leaflets for use in the elementary instruction of drafted men, such as the bulletin on teaching English to non-English-speaking selectives. The Committee on

(Continued on page 2)

EDUCATION IN INDUSTRY

School Garden Army Issues Call for Five Million Volunteer Soldiers of the Soil

"The movement to establish gardens and to have children work in them is just as real and patriotic an effort as the building of ships or the firing of cannon." With these words President Wilson sanctioned the nation-wide enlistment of the United States School Garden Army, which now issues a nation-wide call for 5,000,000 volunteers.

With the coöperation of the Department of Agriculture, the Red Cross, the National Council of Defense, the Food Administration, the School Garden Association of America, and the National School Garden Commission, the United States School Garden Army was organized under the Department of the Interior, in March, 1918. The food problem of our associates in the war was then a very serious one. Unless America could help to feed Europe, the war would be lost. A large number of young men had left the farm, some for the front, others for war industries. To find man power to till the soil was a problem. Twenty-two million children had little to do outside of school hours. They were anxious to help their country in its great need, and it was thought wise to give them the chance.

War Garden Leaflets

Conferences with the Department of Agriculture, the Council of National Defense, and the National War Garden Commission resulted in a plan of organizing the School Garden Army in the elementary grades of public and private schools of cities and towns above two thousand in population. President Wilson set aside $50,000 from the National Security and Defense Fund to finance the organization until September 1, 1918. One general director and five regional directors were chosen. Garden leaflets in usable lesson form, written to meet the climatic and soil conditions of each region, told when, how, and what to plant; how to cultivate and

(Continued on page 4)

SALVAGING EDUCATION

(Continued from page 1)

Education and Special Training in the Army has prepared courses on many vocational subjects, with instruction manuals for carpenters, farriers, blacksmiths, telephone electricians, and the like. The bulletins of the Federal Board of Vocational Education on emergency training in certain vocations should be known to teachers of vocational subjects. Bulletins of the Board outlining courses and readings in foreign trade and commerce and in retail selling are of significant educational value. The outlines of courses in writing, grammar, reading, arithmetic, and music given to children on Ordnance Plant reservations would be suggestive to many teachers.

Trade and Intelligence Tests

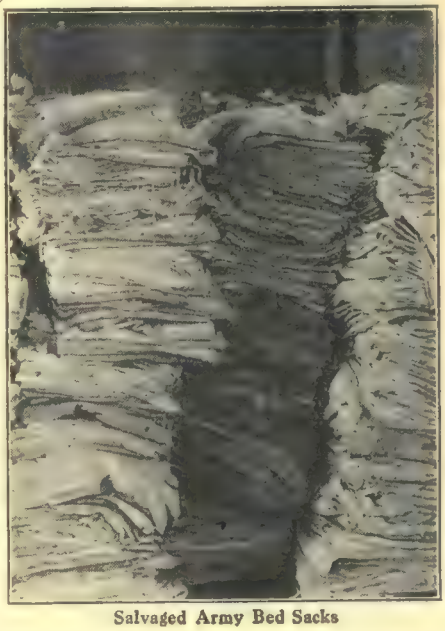
Other courses, texts, and manuals containing helps and suggestions too valuable to be overlooked are: finely illustrated texts prepared by the Coast and Field Artillery divisions of the War Department; courses on automobile and motor cycle mechanics prepared by the Motor Transport Corps; handbooks on artillery tractors by the Ordnance Department; and shop manuals by the Committee on Education and Special Training. In addition, methods of conducting physical examinations and of keeping health records, and the entire system of classifying the army personnel by means of trade and intelligence tests should be made available for study and use in our system of education.

Publications, Records, and Data

Among many records, documents, and data which should be made available for the schools are the war publications of the Committee on Public Information; the documents of the Government Printing Office, including the reports and bulletins of all government agencies; the Monthly Labor Review; the Fuel Administration's studies of the relative cost and heating value of different kinds of fuel; the results of the Food Administration's investigations in food conservation; the stores of information of the Council of National Defense on such subjects as simple delivery systems for retail growers; commercial and industrial resources of local communities, wasteful business practices, child welfare, and Americanization; the Red Cross narratives, stories, pictures, memorials of rare human experiences, wonderful accounts of deeds of everyday heroism and sacrifice; nation-wide extension plans of the Department of Agriculture; the recreation records of the War Camp Community Service; and the splendid results of engineering experimentation in every branch of war activity through the National Research Council, the Bureau of Standards, and other agencies.

School a Public Service Center

A tremendous and costly effort was required to inform the public of the aims and methods of the Government in prosecuting the war. To continue in peace times these methods of comprehensive and systematic information on national problems will whet the edge of public interest, increase public confidence in the Government, and disseminate public service information of untold value to the citizens in a democracy. The peace-time federal departments, bureaus, and many semi-official organizations have awakened to the opportunity for educational extension. The teacher may well catch this new spirit, and strive to make the schoolhouse a local center for the exchange of ideas and information about important current problems affecting the welfare of all. The educators of the country should be as concerned to salvage all these materials of educational value as are the salvage engineers on the high seas to raise hulks sunk by U-boats and to save the cargoes.



Salvaged Army Bed Sacks

THE HIGH COST OF THE WAR

The Secretary of War Told Conference of Governors What Enemy Countries Ought to Pay

Exclusive of war devastation and damages, the money cost of the great war to the belligerent nations is $197,000,000,000, according to Newton D. Baker, Secretary of War, in an address before the Conference of Governors at the White House on March 3. It was significant that while Secretary Baker was speaking a press dispatch received from Paris stated that the Peace Conference Committee on Reparation estimated that the enemy countries ought to pay $120,000,000,000.

Estimate Excludes Devastations

"I asked the War Department experts," said Mr. Baker, "to look up for me the direct expenditures which have been made by the nations engaged in this war, and they have left out all the devastations, and they have left out the dead man's strip along the western front, where cities and villages and farms and everything else have been destroyed, left out all the incidental damage, and brought me a report which is as narrow an estimate as they can make of the direct expenditure of money in the belligerent nations, which amounts to $197,000,000,000. Nobody knows what that is; nobody can figure or make any illustration that will illuminate that kind of statement."

Exceeds Wealth of United States

"All of the land value, all the value of personal property of every kind, all the improved values, buildings, clearing of forests, building of railroads, dredging of canals, improvement of harbors, and everything man has done of a permanent nature from the time Columbus discovered America until now to make this a civilized and settled country—all of that remains and is here now, plus accumulated profit of industry, and the wealth of this country is $186,000,000,000, or about $11,000,000,000 less than the direct expenditures of the war by the participant belligerent nations.

"The world of course is poorer by that amount. If the two oceans had swept together and swamped this great continental and industrial republic of ours, the money lost to the world would not have been so great as the direct expenditures of the participant belligerent governments."

Salvaging Army Rifles in France

Huge Station Where Salvaged Materials Are Sorted

Salvaged Army Clothing Ready for Sorting

Portion of Pile of Army Shoes for Salvaging

NEW GERMAN EDUCATION

Prussian Minister of Education Outlines Program of War-Modified Education for the New Germany

Before the German Revolution was a month old the reform of the whole German system of education became a burning question. Herr Hänisch, socialist, became the Prussian Kultur-Minister, thus assuming responsibility for education, the relations between State and Church, and "Kultur" generally. He at once set to work to organize sweeping changes. The following remarkable list of the 32 points of his program was recently pulished in the educational supplement of the *London Times:*

General Reorganization

1. The separation of Church and State has been determined in principle. 2. Religion has ceased to be an examination subject, and unsectarian moral teaching is being introduced. 3. Supervision of schools by the local clergy and participation of the clergy in the district inspections are abolished. 4. Coëducation has already been introduced in some schools. 5. Teachers and scholars receive powers of self-government. 6. All chauvinism is banished from instruction, especially from instruction in history. 7. Prussia will propose the assembly of a school conference for the whole Empire. 8. The uniform school is secured, and the abolition of all class schools will be begun immediately. 9. The office of Rector will be deprived of its autocratic character and built up upon a collegiate basis. 10. The school authorities are instructed to promote among teachers' unions and at official conferences discussions of educational and cultural questions of policy in the spirit of the new age. 11. The Ministry of Education will include as representatives of the socialist party two ministers, one under-secretary, one principal adviser, and two assistant advisers. 12. Touch will be kept with champions of the new movement throughout the whole country, and a list will be made of suitable candidates for freshening the body of officials and teachers. 13. The leaving examination from the secondary schools will be transformed, and the number of examinations will be reduced. 14. The Prussian Ministry of Education claims a share of the confiscated royal castles for the purposes of national education—as training schools, boarding schools, model seminaries, museums, and national high schools. 15. Physical culture has been deprived of its military character.

Regulations Affecting Teachers

16. No teacher may in the future be compelled to give religious education. 17. It has been proposed to the Ministry of War that all teachers shall be released immediately from their military obligations. 18. Immediate provision of employment for teachers who return from the field by reducing the size of classes, filling of all vacant posts, and the establishment of special courses. 19. The amnesty will be applied to all teachers who have received disciplinary punishment. 20. Teachers who have been punished for their political or religious convictions are to be reinstated. 21. The teachers will have representatives in the Government and in school administration. 22. Tried teachers will be appointed to local inspectorships of schools without special examinations.

High Schools and Universities

23. Prominent representatives of scientific socialism and of other tendencies which have hitherto been systematically excluded are to be appointed to university chairs. 24. A system of national high schools is to be built up on large lines, and to be placed in organic connection with existing schools and high schools. 25. The reorganization of the technical high schools will be effected in close connection with the universities. 26. The social, legal, and financial position of the assistant teachers in universities is to be raised. 27. Freedom of doctrine in the universities is to be rid of its last fetters. 28. Professional chairs and research institutes for sociology will be established.

Control of General Culture

29. The theaters will be put under the Ministry of Education. The theater censorship has been abolished. 30. Opportunity for work, and relief where necessary, will be given to unemployed artists and writers on their return from the field. 31. The system of appointments will be reformed in association with the organizations of artists of every school. 32. The royal theaters will become national theaters, and the court orchestras will become national orchestras.

THE TANK

The aeroplane's a bird of prey with a bomb beneath her wing;
She is frail and temperamental and a nervous little thing.
But the tank sticks close to nature with a sort of heavy scorn—
She's a solid iron rhinoceros with hell-fire in her horn.

The tank! See her come with her caterpillar tread,
With her armor-plated frown
And her nose a-pointing down
To the orders, "Straight ahead!"
See her rumbling, tumbling, grumbling
Down a shell-hole, up a bank;
Bouncing shrapnel on her forehead,
Shedding bullets from her flank,
Prehistoric, modern, horrid,
Comes the tank.

The tank! See her come like a giant tumble-bug—
Miles of wire she rips and scatters,
Houses, trees, and walls she batters—
Something falls at every chug.

While in shell-holes chuck-holes, well-holes
Lurks the grimly watchful Yank
With his steel prepared for action,
How he smiles, his God to thank
For that boon of super-traction
Called the tank!

Though she lacks the golden romance of the warrior-priest in mail
Who upon a silken palfrey went a-questing for the Grail,
Yet the soul of modern knighthood has devised her on the forge
For the Lily and the Eagle and the Lion of St. George.

The tank! See her work in the Land Where No Man Lives
Like a dragon tutored well
To go roaring into hell;
And the blasting fire she gives
Shakes its thunder at the plunder
Of the spoilers, rank on rank,
Who would crush the world of men.

We've a Christian God to thank
That they'll never crush again—
There's the tank!

—Wallace Irwin, in Treat 'Em Rough.

AMERICA'S SOLDIERS OF THE SOIL

The United States School Garden Army of the Bureau of Education, Department of the Interior, Issues Call for Five Million School Children Volunteers

As a part of the campaign to stimulate food production to help send twenty million tons of food to famine-stricken countries of Europe, the United States School Garden Army summons the children of America to continued service.

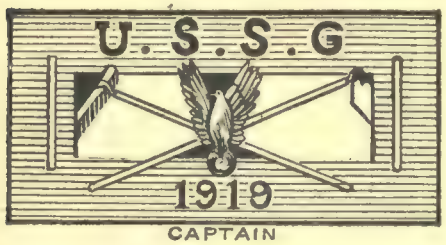
Commissioner P. P. Claxton, in speaking of the School Garden Army work, says: "It teaches children in a very practical way the fundamental principle of morality—that everyone should help to pay his own way and should contribute to his own support by some kind of honest, intelligent, productive labor."

"A Garden for Every Child and Every Child in a Garden" is the slogan of the big campaign. Director J. H. Francis and his associates, who have provided these messages to the teachers and children of America, urge immediate enlistment in this service.

THE GARDEN ARMY PROGRAM

Soon after the School Garden Army was organized it became evident that it had the elements of permanence because it fitted in so well with school conditions in practically all the states. The response to the idea it represented was instant and nation-wide. The demand for the continuance of the organization has been insistent and well-nigh universal. The funds available enable the Bureau of Education to continue the work on a large scale for the summer of 1919, and justify it in planning for the continuation of the Army through future years.

It is evident that school-supervised gardening has already become an integral part of the school curriculum in most of the states. The United States School Garden Army is the needed national organization to give the children the patriotic and



CAPTAIN

Americanizing impulse that makes the work, as Secretary Lane has said, one of the most important educational movements of recent times.

The Call for Volunteers

Five million children are wanted as volunteers in the School Garden Army. Teachers whose pupils desire to enlist in the School Garden Army should apply for enlistment blanks to the United States

FIRST LIEUTENANT

School Garden Army, Bureau of Education, Washington, D.C. Any school child is eligible for enlistment. Each company in this Army numbers from 10 to 150 young soldiers. The company has a captain and one or two lieutenants, depending upon the number of soldiers enlisted. Privates and officers are given proper insignia upon the

SECOND LIEUTENANT

request of the teacher. The insignia bars illustrated on this page are provided free to members of the United States School Garden Army who themselves thread each with red, white, and blue ribbon.

Any organization of school children now doing garden work is eligible to enlistment. Such organizations may keep their existing form, if they so desire, and have the additional impetus of belonging to a national army fostered by President Wilson, the Secretary of the Interior, and the Commissioner of Education. The aim of this army is to nationalize and to unify the great work now being carried on among the school children of America.

PRIVATE

EDUCATION IN INDUSTRY

(Continued from page 1)

protect plants; how to harvest and use the food produced. Up to the first of July, 1918, more than a million and a half of these leaflets were sent to more than forty thousand schoolrooms in different parts of the country.

Work of Garden Soldiers

During the first six months the garden army enrolled 1,500,000 boys and girls. These garden soldiers tilled over 30,000 acres of land which otherwise would have been idle. They raised $15,000,000 worth of food. This food was used at home or in the home town and transportation charges were saved. The food these garden soldiers produced is but an item in the total results of the work. Thousands of parents became interested and joined their children in the garden activities. Time that would otherwise have been wasted and energy that would have been dissipated on the streets and elsewhere were turned to useful, productive work. A training in citizenship whose value to the nation cannot be measured was encouraged.

Greatest Garden Season Coming

In June, 1918, the President made a second appropriation of $200,000 to carry on the work until July, 1919. Twenty-five assistant regional directors were appointed.

Regional Administrative Districts of the United States School Garden Army

The administrative officials of the United States School Garden Army are: Franklin K. Lane, Secretary of the Interior; P. P. Claxton, Commissioner, Bureau of Education; and John H. Francis, Director. The regional directors are: Clarence M. Weed, Northeastern States; Lester S. Ivins, Central States; John L. Randall, Southeastern States; Frederick A. Merrill, Southwestern States; Cyril A. Stebbins, Western States.

These are now in the field organizing the work for the greatest garden season in the history of our country. The enrollment this year promises to reach 5,000,000. This will mean a garden output of $50,000,000. Mr. Hoover writes, "It would be a matter of regret if this work should not go on." Ten million women of the Federated Women's Clubs have officially pledged their support. The Junior Red Cross has asked that garden work among school children be done under the school garden organization. The National War Garden Commission has strongly endorsed the movement. State superintendents of public instruction and governors of states have addressed letters to teachers and citizens urging them to encourage and help.

Children Render National Service

Congress has been asked to appropriate $239,320 for seeds this year with no assurance that they will be wisely distributed or used. School-supervised gardens will greatly add to their effective use because proper selection and use of seeds will be taught. Congress has been asked to appropriate $150,000 to check the destruction of vegetation by rust alone. If plant enemies and remedies for them are taught to school children, a great army of boys and girls will be fighting these enemies all the time. Congress has been asked to appropriate great sums for experimental purposes. Mr. David Fairchild of the Bureau of Foreign Plant Introduction, said in a recent address: "The greatest results, immediate and future, can be obtained through work with the children who become enthusiastic experimenters." If this nation is to give its full service to the world in food production and conservation the children must be taught to work with the soil.

Gardens Help Pay Big Debt

Garden produce raised and used at home is beyond the reach of the speculator and exploiter. Home gardens have brought to thousands of homes a partial relief from the high cost of living. Garden work is constructive. It increases the earning capacity of the nation. It will help our country pay the enormous debt it has incurred. It will develop and conserve the young manhood and womanhood of the nation. Gardening with children of elementary and intermediate grades is an educational problem. It cannot be separated from other school subjects nor be taught by other agencies any more than can nature study, geography, history, literature, manual training, or home economics.

SECRETARY LANE'S SPECIAL MESSAGE TO THE SCHOOL GARDEN ARMY

"A million and a half of you answered the call last year; there should be five million this year.

"The war is over; but the world is only beginning to be rebuilt. In many parts of Europe farms and the men to farm them are no more; yet the world must be fed.

"Food is the key to most of the problems of Europe. The United States School Garden Army has it in its power to be a big help to the nations in the task of feeding the world. Every garden added to the number planted last year means another step toward lasting peace.

"The boys and girls who have liberty gardens in 1919, the garden army officers who assist in keeping the Army efficient, and the teachers who direct the work, will render a patriotic service to be compared only to that of the men who won the war."—*Franklin K. Lane, Secretary of the Interior.*

A Typical School Garden Cultivated by the Children of Louisville, Kentucky

Supervised gardens are a powerful factor in Americanization. They clean up and beautify the home and its surroundings, unite parents and children in a common interest, and help to keep living expenses within the wage income. The United States School Garden Army furnishes an opportunity for the millions of American boys and girls to have a chance to use their heads, hearts, and hands in doing something useful, serviceable, healthful, and constructive.

SCHOOL GARDEN ARMY RECORD

The following table shows enlistments in the School Garden Army and the output in a number of typical cities in different parts of the country which have school gardens and school-supervised home gardens:

City	Children having gardens	Value of Products	Per capita value of products
Boston	10,000	$100,000	$10.00
Chattanooga	5,000	51,537	10.30
Cincinnati	11,000	38,000	3.45
Danville, Va.	242	9,683	40.12
Fresno, California	3,100	48,000	15.48
Greeley, Colorado	280	2,500	8.92
Jamestown, S. D.	377	4,421	11.72
Lexington, Ky.	8,000	100,000	12.50
Medford, Mass.	228	1,918	8.41
Newton, Mass.	2,000	20,000	10.00
Oskaloosa, Iowa	208	1,349	6.96
Raleigh, N. C.	165	10,087	61.13
Richard City, Tenn.	22	250	11.36
Richfield, Utah	208	4,500	22.63
Richmond, Va.	1,997	43,796	23.05
Rochester, N. Y.	3,200	16,000	5.33
Seattle	8,000	60,000	7.50
Sterling, Colorado	250	4,539	18.15
Troy, N. Y.	3,000	16,000	5.33

Last year a million and a half children were enlisted in the Garden Army. At an average per capita production of $15.33 from the above tabulation, $22,995,000 worth of food stuffs was produced. This year the goal is the enlistment of 5,000,000 children. At the same average of production $76,650,000 worth of food stuffs will be produced. A conservative estimate of $10 per capita means the production of $50,000,000 of food by the children.

KEEP AMERICA'S FOOD OBLIGATION

In a recent letter to members of the United States School Garden Army, Herbert Hoover, head of the Inter-Allied Relief Commission in Europe, urges the soldiers of this big school army to continue their food-production activities. He says:

"The work that you have done during the past months of war has been no small contribution to the great cause of humanity. The actual food produced in your gardens was of material help by making possible a saving of staple foods available for export to our men abroad and the Allies, thus giving them just that much more of the food so vital to them.

"The growing of supplies for local use was also a definite assistance in relieving the strain upon our railroads. The example set by you in your undertaking has stimulated and inspired others to produce where they had not produced before.

"It would be a matter of regret if this work should not go on. America's food obligation to the stricken countries is great and affords no less an opportunity to help than during the past season."

WHOLE STATE JOINS GARDEN ARMY

Prize state in school-supervised home gardening is New Hampshire, according to reports of the United States School Garden Army. Shortly before the Garden Army was organized, the state authorities of New Hampshire had mobilized the school children as an army of junior food producers, which later became by mutual agreement the New Hampshire division of the School Garden Army.

State Superintendent Butterfield and Deputy Superintendent Whitcher began last autumn to prepare for the 1919 campaign, sending out in November a letter to the superintendents announcing the plans for this year and another in January giving detailed information. The latter included these significant paragraphs:

"Every boy and girl in our schools should become a member of this army. There is no machinery or red tape connected with this organization. All of the pupils in the school room are members just as soon as they have signed the enrollment blank and the class has selected a managing committee of three to be designated as a captain and two lieutenants.

Victorious Blind Soldiers of the School Garden Army, Cleveland

Plan Fifty Thousand Gardens

"I hope every teacher in the state will see to it that her school, large or small, is put into shape for an active participation in the great campaign beginning January 13, 1919, and ending November 1, 1919. The object of this forthcoming campaign is not primarily to get an army of pupils, but rather to get a quarter of a million of dollars' worth of food produced in school-planned, school-planted, school-supervised gardens.

"The army of boys and girls is organized to make this possible. It will require 50,000 school home gardens averaging five dollars' worth of food each to accomplish this result."

In New Hampshire this means 45 superintendents, 3000 teachers, 3000 captains, 6000 lieutenants, and 50,000 pupils all working on a definite plan as a part of their daily school work and this plan a part of a great national movement.

GARDENS OF THE GOLDEN WEST

An unconditional endorsement of the School Garden Army plans for the coming season is given by Governor William D. Stephens of California who, in an official proclamation, set aside a special week for the enlistment of at least 150,000 school children in his state, and asked for the School Garden movement the loyal support of every citizen. His proclamation reads in part as follows:

"With the approach of another harvest season plans are being perfected under the auspices of the Department of the Interior and the Bureau of Education to enlist throughout the nation 5,000,000 boys and girls in the United States School Garden Army for the purpose of encouraging the planting of gardens and the production of home grown vegetables and fruits.

Large Food Shipments Released

"Last year this movement resulted in the production of thousands of tons of food stuffs, thereby releasing for shipment to our Allies and to the starving peoples of the devastated countries large quantities of food that otherwise could not have been spared. The necessity of feeding the people of certain of the Allied Nations has with the coming of peace become more critical than ever before, and, consequently, we should develop with greater energy our plans for increased production here at home.

"I heartily approve the plan announced, and I hope that all persons, particularly those who have children old enough to take part in the movement, will give it their loyal support."

Picturesque School Gardens at Sacramento, California

GARDENING IN A NEW ENGLAND CITY

Newton is a wealthy residential city of fifty thousand population, ten miles from Boston. In 1918, as a war measure, other nature study work was replaced by garden instruction in grades 4 to 8 inclusive. Practical gardening was taught as a part of the regular school work. Each grade had its own demonstration garden. In these demonstration gardens the children of each grade learned how to plant and grow the common vegetables. This out-of-door instruction was supplemented by classroom instruction.

The idea of the work was to have the children learn how to do gardening as a part of their school work and to practice it is a useful way in home gardens. All children who wished to have home gardens

were encouraged to enlist in the School Garden Army.

As a result of the work in 1918, 3000 children had instruction in gardening as part of their school work; 2500 children had home gardens; $25,000 worth of fresh vegetables was produced; 26 canning classes were formed for the preservation of surplus products.

As a permanent institution in the Newton Schools gardening is now taught in grades 4, 5, and 7. All children who graduate from the Newton grammar schools will thus have had three years' instruction in gardening as part of their school work. All children from grades 4 to 8 inclusive will be encouraged to have home gardens as members of the School Garden Army.

SUNNY SOUTHLAND GARDENS

In 1915 there was one school garden in Louisville, and in 1918 there were 29 school gardens and nine small school gardens of the children of the School Garden Army. Children nine years and over were called to the colors. An army of 12,194 children was recruited, officered by alert captains and first and second lieutenants; an aggregate promise to cultivate 500 acres was made; seeds at two cents per package were distributed, and young plants started in hot beds and window frames; flowers were sent to sick soldiers at the Base Hospital at Camp Zachary Taylor; and many hundred quarts of vegetables were given for the school lunches. The total value of the produce raised in the school and home gardens was in excess of $6000.

Exhibit of the Stocking Garden Club of Boys and Girls, Grand Rapids, Michigan

Ruth King's Prize Plot, Lanett, Alabama

Children's Soldier Memorial

When the transforming hand of war turned a blue star to a gold one on the service flag of a Louisville widowed mother, it was the children, who, without suggestion from their teachers, asked to name their school garden the "Norborne Gray Garden," in honor of the Louisville lad dead on the field of honor.

In September, on a sunlit day, the mother of the young hero visited that garden and wandered for hours along its flower-bordered walks. Not even a child intruded. The mother was alone in the garden named for her son, and the mild and healing sympathy of nature took away the darkness of her mood, as she viewed the fruitful land her son had died to defend.

GARDENS IN THE STEEL CITY

All the children doing gardening joined the United States School Garden Army. Companies were formed with the usual army officers. There were 85 companies with 11,235 garden soldiers.

The results of the garden work are partially shown in the following summary:

Number of schools having gardens	49
Number of gardens at these centers	58
Number of teachers	49
Total number pupils enrolled in school gardens	4870
Total number pupils enrolled in school-home gardens	11,235
Total value of products of school gardens	$7533.71
Total value of products of school-home gardens	$34,176.80
Total number jars canned	421

NOTABLE CITY GARDEN SHOWING

Total number of home gardens, 12,385
Average size of each, 452 square feet
Total home garden area, 128.5 acres
Total number of school gardens at the schools, 23
Average size of each, 1632 square feet
Total school garden area, .8 acre
Total number of vacant lots or other gardens, 640
Average size of each, 6912 square feet
Total vacant lot garden area, 102 acres
Reported value of all products, $92,982
Actual value of canned products for home use, $72,462
Total garden area for city, 231.3 acres
Number of garden soldiers, 13,048
Income per acre, $401.90

—From report of O. M. Eastman, Garden Supervisor, City of Cleveland.

Pangasinan District, Philippine Islands, Enrolls 7,995 School Garden Soldiers

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State Editorial Boards, each consisting of five members appointed by the State Superintendents, represent the classroom teachers of the several States.

Study and discuss the proposals for the League of Nations.

The Red Cross "clothing drive," week of March 24.

The U. S. S. G. A. slogan: "A garden for every child and every child in a garden."

AN AMERICAN EDUCATIONAL IDEAL

A fortunate tendency in American education has been toward a unification of what we call the "practical" and the "cultural" aims. Other nations have gone much further than we in the development of vocational education; but, generally speaking, this has been at the price of a separation of classes. The children of the better circumstanced families have been admitted to the privileges of what the world calls "culture"; the children of the poorer classes have been side-tracked into a narrow type of specialized vocational training. Americans generally have felt that this class separation is too high a price to pay even for the economic advantages that might come to the country from having a highly "efficient" proletariat to do the work of the field, the mine, and the factory. Americans have not been blind to the "practical," but they have set their faces against a theory of education which limits culture to the "white-collar" occupations, and which condemns those who work with their hands to a narrow type of training concerned only with the development of manual skill. They have wished rather that each child should have in some measure both types of education—that all should learn to work efficiently in some necessary, productive occupation, and that all should have the stimulus and inspiration which may come from an acquaintance with the best that the world has thought and felt and dreamed.

LIBERAL ELEMENTS IN PRACTICAL EDUCATION

There has also been a feeling among Americans that even the "practical" education need not be without its cultural and liberalizing influence. It is not in literature and art alone that the hopes, aspirations, and achievements of mankind have been caught and crystallized. A new machine; a device for reducing human drudgery; an improved tool or utensil that makes the day's work less wearisome and more productive; a new strain of livestock or an improved variety of fruit or grain, perfected by long-continued selection and breeding—each of these is as truly a part of the human heritage as are the great poems and the great pictures. An outstanding ideal of American education, we believe, is never to lose sight of this essential equivalence of values, nor to neglect either type of education at the expense of the other.

IMAGINATION AND GARDENING

The work of the United States School Garden Army forms an admirable illustration of educational possibilities well realized. The child who does not have an opportunity to make a garden—to prepare the earth, sow the seeds, tend the growing plants, and gather in the harvest—has missed an important part, not only of a "practical" education, but of a "liberal culture." Steadfastly to carry a piece of work through a period covering weeks or months is a tonic discipline. One has learned a basic moral lesson when one finds that weeds will grow and insects devastate quite irrespective of human wishes, and that work must be done on time and occasionally over time if crops are to escape ruin—an intense desire to go a-fishing to the contrary notwithstanding. Nor are the materials of gardening themselves nearly so commonplace as they often seem. The simplest implements—the spade, the hoe, the rake, and the trowel—have had a long and honorable history. Practically every cultivated plant owes to human ingenuity its adaptation to human needs. One may, of course, do garden work in as listless and perfunctory a fashion as one may study a lesson out of a printed book; in either case, from the educational point of view listless and perfunctory work is valueless. It is the subtle touch of the imagination that makes a book-lesson tingle with life; and there is a place for this wizard to work his magic even in so apparently prosaic a task as garden-making.

THE PEACEMAKER

Upon his will he binds a radiant chain.
For Freedom's sake he is no longer free.
It is his task, the slave of Liberty,
With his own blood to wipe away a stain.
That pain may cease he yields his flesh to pain.
To banish war he must a warrior be.
He dwells in night eternal dawn to see,
And gladly dies abundant life to gain.

What matters death, if Freedom be not dead?
No flags are fair, if Freedom's flag be furled.
Who fights for Freedom goes with joyful tread
To meet the fires of hell against him hurled,
And has for Captain Him whose throne-wreathed head
Smiles from the Cross upon a conquered world.

—*Joyce Kilmer.*

THE TRUE AMERICAN PATRIOTISM OF PEACE

"You have been gathered here today, in the presence of your comrades, to pay your last formal tribute to the Flag, before your final separation from the service.

"This is the Flag for which you have sacrificed so much. This is the Flag which has been glorified and sanctified by your sacrifices and the blood of your fallen comrades 'Over There.' Behold your Flag, the Apotheosis of a just and glorious victory.

"As you return to civil life, remember the Ideals of Liberty, of Good Government, of Law and Order, for all of which this Flag stands and ever will stand, and to all of which it has been dedicated by you.

"At all times, pay it the honor and reverence which you, as soldiers, pay it now."—*A Morale Officer's Talk to Soldiers about to be discharged at Columbus Barracks.*

MAKERS OF TOMORROW'S WORLD

War Department Issues Circular to Assist in Securing New Boy Scout Leaders

Recognizing in the program of the Boy Scouts of America one of the great movements toward the making of good citizens, the War Department has issued an official circular to assist in securing a large number of new scout leaders. In it the attention of returning Army officers and enlisted men who have the necessary qualifications is directed to the opportunity which the Boy Scouts affords them to further serve their country after discharge.

A local scout paper issues this appeal to business men and returning soldiers—an appeal universal in its significance:

"Now that thousands of our young men are returning from the battlefields of France, where they have fought so gallantly to preserve the ideals of democracy, what more important service can they find for their accumulated energy than undertaking the leadership of a Scout troop.

"Men, the great opportunity of your life is knocking at your door; boyhood is ready to worship at your feet. You have fought for an ideal; help to perpetuate the spirit that actuated you when you faced death in the fields of Flanders by imparting your broader vision to the boys of your city, the men of to-morrow on whom you must depend to safeguard the precious things of this world which you have just purchased with your life blood.

"There are at present 348,000 Boy Scouts in America, with 90,000 leaders, and they represent the nucleus of a great army of intelligently trained thinking men, who are going to do things in the world of tomorrow. The United States Government wants the Scout organization to grow, and you can help in a good cause by the training of additional boys."

THE VICTORY OF THE GARDENS

This pageant is suitable for presentation by children of the grades or of the high schools. Parts may be found in its dances and tableaux for boys and girls of all the grades, even for very small children. It is suitable for either outdoor or indoor presentation. The stage setting is very simple and it lends itself readily to adaptation, expansion or condensation. Copies of this pageant may be obtained without cost on application to the United States School Garden Army, Washington, D.C.

School Garden Victors Showing 17-Pound Beet and 61-Pound Sweet Pumpkin

Characters in Order of Appearance

Spring, Summer, Autumn, Winter, The Earth Mother, The Wild Flowers, The Butterfly, The South Wind, The Roses, The Autumn Leaves, The West Wind, The Snowflakes, The North Wind, The Spirit of Famine, The Starving Children, Columbia, The Sunshine Spirits, The Cloud Spirits, The Rainbow Spirits, The Spirits of the Clods, The Spirits of Vegetation, The Organ Grinder, The Balloon Man, The Children at Play and at Work, The Vegetables, The Spirit of Plenty, The Nations, The Harvest Dancers.

A Synopsis

Episode 1—The Festival of the Seasons

In order to cheer the Earth Mother, after the sorrows of war, the Seasons, Spring, Summer, Autumn, and Winter rear for her a rustic throne and garland it with flowers. They entertain the Earth Mother with dances and games.

Spring calls the Wild Flowers who dance with Butterfly and are blown away by South Wind. Summer brings the Roses, who also dance with Butterfly and are driven away by South Wind. Autumn brings Dancing Leaves, which West Wind drives away. Winter summons Snowflakes who are driven by North Wind. All these mingle in a final fantasy.

Episode 2—The Spirit of Famine

The Earth Mother is still sad, for she beholds in a vision Spirit of Famine, who weighs out scanty food to Starving Children. Famine enters, followed by pale, imploring children, and passes across the stage, driving the starving ones before him.

Episode 3—Columbia to the Rescue

Columbia enters and tells Earth Mother that she, too, has seen the vision of Famine. She offers her help, and Earth Mother summons Spirits of the Air and of the Earth. They are Sunshine Spirits, Cloud Spirits, Rainbow Spirits, Spirits of the Clods, and Spirits of Vegetation. Each of these performs an appropriate dance. These forces alone, however, cannot defeat Famine, and Columbia gladly enlists the Children who now enter. They run to get their garden tools and pledge themselves to the work. After a dance expressive of the work of the gardener, they leave the stage. The vegetables, corn, potatoes, tomatoes, peas, and others, dressed in symbolic costumes, or carrying symbolic devices, enter, and in a dance and lyric express joy that the Children are helping them. After the dance they run gaily from the stage.

Episode 4—The Spirit of Plenty

The Children reënter bringing the fruits of their labor. These they pile around Earth Mother's throne, who, with Columbia, blesses them. The Spirit of Plenty enters. She is richly dressed and carries a horn of plenty. She, too, blesses the children, who dance a barn dance or a harvest dance. Then come representatives of the Nations, who give thanks to Columbia and to Earth Mother and call their children to dance the national harvest dances. All sing the Doxology or Tschaikowsky's hymn "God Of All Nature," and pass in procession from the stage.—*Ethel Allen Murphy.*

SPECIAL MESSAGES TO THE TEACHERS OF AMERICA

1. If the pupils are not already engaged in garden activities, teachers have a wonderful opportunity to secure a one hundred per cent enlistment in the United States School Garden Army.

2. The Red Cross drive to collect used clothing for the stricken peoples of Europe will be held the week beginning March 24. The school children of America should carry this message to every home.

THE PEACE-TIME JUNIOR RED CROSS

On March 1, the American Red Cross changed from a war to a peace basis.

Close upon the heels of the senior organization, the Junior Red Cross announces its future. Briefly, the essential element of its program is the systematic carrying of relief by the children of America to suffering children in Europe and at home. This organization, composed of more than nine million children and their teachers, will continue its work as long as there is a need among children to which it can minister.

Relief and Education

The program does not merely provide physical relief for the children of Europe with funds supplied by the children of America. It is intrinsically an educational program. There will be brought back to the Junior Red Cross chapters information, pictures, and material of all kinds, to be linked with history, English, and geography. This material will help build up the kind of international understanding and sympathy which will make for the success of a league of nations.

A Great System of Service

This program, then, suggests a great system of service extending from the home, school, and community to distant parts of the world where sorrow and pain are at every door. It unites the children of the nation under the banner of mercy.

Details of Plan Forthcoming

There are a multitude of details which are now being settled in order to clear the deck for effective action. As soon as possible, information will be given out through the regular official channels as to the disposition of funds now in hand, future membership and funds, and the scope of the new activities at home and abroad.

Rural Schools

PROGRESSIVE GARDEN MAKING

A bird's-eye view of garden activities for the year makes the work look easier to the average rural teacher. Briefly stated, the essential steps are these: (1) Talk with the children regarding the world's food shortage and stir their interest in gardening. (2) Organize the school into a garden club. (3) Enlist the coöperation of parents in providing home garden plots. (4) Have each child work out an individual plan for his own garden, drawn to scale on heavy paper. (4) Study the question of soil preparation, fertilizers, and mulches. (6) Test your seeds. (7) Consider the problems of garden cultivation and care, including the eradication of plant diseases and insects. (8) And finally take up questions of harvesting, marketing, canning, and storing.

Educational Value of Gardening

The introductory talks concerning the present shortage of food, the high cost of living, and the need for gardening, reach back into the very vitals of geography, history, and arithmetic. Why is the world short of food? Where is this shortage most acute and why? What are the transportation facilities for getting food to the devastated and isolated sections of Europe? How much food must America provide this year? How are school gardens, whose products are consumed at home, a help in making shipments of wheat, meat, and other foodstuffs to Europe?

The Garden Plan

In making the garden plan younger children will learn to use the ruler in drawing to scale and will face many needs for arithmetic. What should be the proportions and dimensions of paths, beds, and rows? How far apart should hills be planted, and how much seed is required to the hill and row?

Soil Preparation

A few essentials of soil preparation should be considered. Get information from agricultural texts and bulletins and especially from leading farmers and the county farm agent. What are the chief plant foods? Which of these are sufficiently supplied in your soil? Which are lacking? What fertilizers can be used to supply needed elements? What is the comparative cost and value of different fertilizers? What are the purposes and uses of mulches and dry-farming methods in gardening.

Selecting and Testing Seeds

At this point, the children should learn to recognize the germ and plant food of a seed and should come to appreciate the necessity of selecting reliable seed, and of testing seed. The following simple methods of seed-testing are recommended by the United States School Garden Army:

1. Fill a water tumbler, a cup, or bowl half full of clean, moist sand. Place ten seeds on top of the sand. Cover the top of the tumbler with a small piece of glass or a saucer. Keep the seeds moist and warm. Note the proportion of seeds that germinate.

2. Cut three or more pieces of blotting paper so that they will lie flat in a pie tin or soup plate. Place ten seeds between each two layers of the paper. Add enough water to moisten the paper. Keep in a warm room. Note the proportion of seeds that germinate.

3. Plant ten seeds in the soil of a flower pot or window box. Keep the soil moist and warm. Note the proportion of seeds that germinate.

Summer Care of the Garden

The real test of a successful garden comes in the care given it during the long summer. Here a multitude of educational problems arise. First of all children need knowledge and encouragement regarding thinning, replanting, weeding, cultivating, watering, and the many other labors of the good gardener. Then must follow careful studies of the identification, source, life history, and eradication of every insect pest which appears, with the related treatment of the young gardener's friends and foes in his efforts at food production. And finally all this knowledge must be used to inculcate habits and tendencies of perseverance, reliability, regularity, and achievement, which are, after all, the best returns and most valuable product of school gardening.

GARDEN ARITHMETIC

How many rows of each vegetable shall I plant?

How much seed shall I need?

How much seed shall all the children in our garden club need?

Will it be cheaper to buy the seeds together or separately?

Here are some figures you can use to answer your questions:

The number of servings for a family of four which a 24-foot row of each kind of vegetable may be expected to produce is as follows: Peas, 2; beets, 5; corn, 5; turnips, 5; carrots, 5; kohlrabi, 4; egg plant, 25; beans, 50; lima beans, 5; peppers, 25; beets, 5; parsnips, 5; salsify, 5; carrots, 5; cabbage, 9; rutabagas, 18; onions, 10.

The amount of each kind of seed needed to plant a 100-foot row is as follows: Beans, bush, 1 pint; beans, pole, ½ pint; beans, snap, 1 pint; beets, 2 ounces; cabbage, early, ¼ ounce; cabbage, late, ¼ ounce; carrot, 1 ounce; celery, ¼ ounce; corn, sweet, ¼ pint; cucumber, ½ ounce; egg plant, ¼ ounce; kale, ½ ounce; lettuce, ½ ounce; muskmelon, ½ ounce; watermelon, 1 ounce; okra, 2 ounces; onion seed, 1 ounce; onion sets, 1 quart; parsley, ¼ ounce; parsnip, ½ ounce; peas, 1 to 2 pints; pepper, ⅛ ounce; potato, Irish, 5 pounds; potato, sweet, 3 pounds; radish, 1 ounce; rhubarb, ½ ounce; rutabagas, ¼ ounce; salsify, 1 ounce; spinach, 1 ounce; squash, bush, ½ ounce; squash, vine, ½ ounce; tomato, ⅛ ounce; turnip, ½ ounce.

FRESH VEGETABLES FOR FARM FAMILIES

Does every home in your school district raise as many vegetables as its family should consume in a year? A home gardener living on the edge of an Indiana town last year, finding the city market over-supplied with locally grown early tomatoes last year, advertised in the local papers and sold his entire crop to farmers who had been too busy with their field crops to plant early tomatoes for home use. A boy or girl on the farm can make a home garden that will supply the family with the fresh vegetables which should constitute at least one-fifth of the diet.

Grand Central Exhibit United States School Garden Army, Milwaukee

VEGETABLES GROUPED FOR PLANTING

Garden crops are divided by garden specialists into four groups with respect to planting the seeds or setting out the plants.

Group 1. (May be planted two weeks before the last killing frost.) Early cabbage plants from hotbed or seed box, radishes, collards, onion sets, early smooth peas, kale, early potatoes, turnips, and mustard.

Group 2. (May be planted about the date of the last killing frost.) Beets, parsnips, carrots, lettuce, salsify, spinach, wrinkled peas, cauliflower plants, celery seed, onion seed, parsley, sweet corn, and Chinese cabbage.

Group 3. (Should be planted two weeks after the last killing frost.) Snap beans, okra, and tomato plants.

Group 4. (Should not be planted until ground is well warmed, about a month after the last hard frosts.) Lima beans, pepper plants, egg plant, cucumbers, melons, squash, and sweet potatoes.

THE GARDEN THAT JACK MADE

This is the garden that Jack made.

These are the cabbage and corn and beets,
And big potatoes, both whites and sweets,
That grew in the garden that Jack made.

These are the caterpillars and slugs,
The beetles and aphids and other bugs,
That ate the cabbage, and corn, and beets,
And bit the potatoes, both whites and sweets,
That grew in the garden that Jack made.

These are nuthatches and chickadees
Black and white woodpeckers, gray pewees,
Swallows and cuckoos and orioles,
The clumsy brown toads and the furry moles,
That caught the caterpillars and slugs,
Beetles and aphids and other bugs,
That ate the cabbage and corn and beets
And bit the potatoes, both whites and sweets,
That grew in the garden that Jack made.

—*F. W. D.*

A DEADLY GARDEN TANK

You have all heard of the tanks that helped to win the war. These tanks were clumsy-looking monsters that crawled along the ground, with their hidden machine guns sending forth a hail of deadly bullets.

Did you ever stop to think that you have a helper against your garden enemies that may well be called the Garden Tank? You have often seen the clumsy, brown toad, half buried in the soil. Probably you have dug him up in hoeing potatoes or other vegetables, and have wondered why you did not notice him before. Now this Toad Tank in your garden is one of the most useful weapons you can use in fighting garden enemies. He selects some good location, partly buries himself in the soil, and sits quietly until some insect passes. Then he flashes out his long tongue, strikes the insect, pulls it quickly inside the great jaws, and swallows it.

By its brown color and its partial covering of brown soil, the toad is so camouflaged that its victims come within striking distance without being aware of danger. It is so protected by its thick, warty skin that birds, cats, and dogs leave it alone.

So when you see a toad in your garden, say in a loud, cheerful voice: "Good morning, Mr. Tank! I am glad to see you. You are very welcome in my garden."

THE GARDEN ACE

The chimney swift is the garden ace
Darting and sweeping from place to place,
The garden foes that he fights from the skies
Are leaf-hoppers, aphids, and two-winged flies.
Watch him pursuing an enemy plane,
Swooping and striking and off again.

—*F. W. D.*

Helping the Garden Helpers

WORKING TOGETHER

When Crew and Captain understand each other to the core,
It takes a gale and more than a gale to put their ship ashore;
For the one will do what the other commands, although they are chilled to the bone,
And both together can live through weather that neither can face alone.

—*Rudyard Kipling.*

THE BEGINNINGS OF THE RUSSIAN REVOLUTION

The revolution in Russia was one of the most important events of the World War. The future of Russia is one of the great unsolved problems.

Do you realize the immensity of Russia? In 1914, she occupied one seventh of all the land area of the world, and her people numbered 180,000,000. Compare her area and population with that of the United States, of China, of the British empire, and of other great nations. She has mines and forests and great agricultural areas. See what you can find about her products. She has scarcely begun to develop her vast resources.

Popular Rights Disregarded

Russia has been an absolute monarchy. Its laws have been made and enforced by a small governing class, with the Czar at their head. The people have had practically no share in government, though they have struggled for many years to wrest their rights from the autocrats. During the 19th century they had some measure of success. Slavery was abolished. Some development of the public schools was made possible. Many restraints on newspapers were removed. Factories and railroads were built. But progress was slow. In 1917 only about four per cent of the population attended school, as against twenty per cent in the United States; and there were 65 per cent of illiterates, as compared with seven per cent in our own country. A house of representatives, called a Duma, was established, but it had little power. What progress had been made was at great cost. In 1903, five thousand persons were imprisoned, exiled, or executed for activity against the Czar's government.

These leaders of the people had many different ideas as to what sort of government they wished, ranging from a limited monarchy, much like England's, with an hereditary ruler and a representative parliament, to anarchy.

Overthrow of the Czar

By 1917, the progress of the war had brought great hardships to Russia. Millions of her men had been forced into the fight. The farms were poorly supplied with labor. High officials were corrupt in their management of supplies and of the armies. Food supplies ran short. The people thronged the streets of Petrograd desperate from hunger and hardship. The soldiers were ordered to fire on them. But the soldiers, too, were dissatisfied, ill-treated, underfed, and they were the sons and brothers of these clamoring crowds. They not only refused to shoot them down, but they deserted their command and joined the rebellious people. Committees of soldiers and workmen were sent to the Czar to ask his resignation, to the Duma to direct the formation of a people's government, and to generals in command of the armies to order them in future to consult the representatives of the people. By March 15, the people found themselves in complete control.

Lenine and Trotzky in Control

At first the party that favored moderate reform was uppermost, Kerensky being chief among its leaders. But the extreme socialists were not satisfied. And German spies and secret agents were at work with smooth words and gold, persuading soldiers and people that Germany was Russia's best friend. By November 7, the garrison of Petrograd and the Russian navy had been won over to the side of the extreme socialists, or Bolsheviki, as they were called. Kerensky was driven from the city. Lenine and Trotzky secured control. Within another month an armistice with Germany was arranged and Russia was out of the war.

Primary Grades

A CALL FOR GARDEN RECRUITS

Have you heard the spring-time call for garden recruits? The task of enlisting the children of the nation in the Victory Garden movement for 1919 will fall very largely upon the teachers. While little children of primary school age may not be able to do all of the work of cultivating a garden, there are some things they can do with the assistance of big brother or father under the inspiration of an enthusiastic teacher.

Help Feed the Hungry

There are several lines of work which should begin at once in the schoolroom. Prepare the soil for a box or a sandboard to be used as a miniature garden. Plant varieties of seeds that are likely to be purchased by the children for their home gardens. Have simple language lessons on the observations made, leading children to discover that the plant comes from the seed; some bring the seed coat above ground, others do not; some have one leaf at first, others do not. Lessons of this character will awaken interest and create the desire on the part of the little children to enlist in the garden army. They will go home with a demand for a little plot of their own so that they, too, may help Uncle Sam feed hungry children in other lands.

BOBBY WINS A BATTLE

"Oo-oo-oo!" whistled the March wind, as he blew through the trees. "Just see what I can do!" And he whisked Bobby's hat from his yellow curls and took it whirling down the street.

After it went Master Bob as fast as his chubby legs could carry him. It was great fun and the little boy laughed and shouted while the March wind whistled in glee.

When Bobby came into the house, his cheeks were rosy and his blue eyes sparkling from his battle with the wind.

"Oh mother," he cried, "we've had such a good time! The wind blew my hat off and Frank's kite caught in a tree—and—Oh, mother, isn't the wind strong?"

"Yes, indeed," replied mother, smiling into the face of her breathless little son. "And sometimes he is a very rough fellow, too. I want you to see the mischief Mr. March Wind has been doing in the back yard."

After lunch, Bobby and his mother went to see what March Wind had done.

"The place is so untidy," said mother, with a sigh. "See how the wind has blown paper and trash all over the yard. I can't clean it up today, for Baby is fussy and I have the baking to do."

"Never mind, mother. I'll clean it up myself," volunteered Bob. And then he shook his fist in the air.

"I'll get ahead of you, old Mr. March Wind. There'll not be a piece of paper in the yard for you to blow when I get through."

"Who cares?" laughed the wind as he blew his cool breath across the face of the little boy. "There's plenty for me to do as long as there are baby leaf buds to rock, and wind-mills to turn, and boats to sail."

All that afternoon Bobby worked until his back and arms ached. Here and there he trudged, picking up paper and trash which he put into a covered barrel in a corner of the yard.

"I guess you'll not get any of that paper, Mr. Wind, no matter how hard you blow," he said triumphantly.

"Oo-oo-oo!" laughed the wind. "Who cares?"

Then Bobby picked up all the chips and bits of bark around the wood pile and put them into a box in the wood-shed.

"We mustn't waste anything now-a-days," he said to himself. "This will make good kindling for mother."

So he worked busily until supper-time. When Daddy came out into the yard to call him, he was so surprised.

"Why, son," he said, "such a nice, clean yard makes me feel like starting a garden."

"Oh, please do, Daddy," cried little Bob. "And I'll help."

"And I'll help too," whistled Mr. March Wind softly, as he gently kissed Bobby's cheek. "I'll show you that I am not always so rough as I have been today. I am a better friend than you know."—*L. C.*

GARDEN HANDWORK

Garden activities afford many opportunities for handwork in the primary school. Why not let the children fold and paste their own seed envelopes? The boys would be delighted to whittle labels for the seed beds. Sunbonnet girls and overall boys are easily costumed and painted. Wheelbarrows, watering-pots, the hoe and the rake may be cut from paper. The whole story of the seed planting may be represented in crayon.

The ingenius teacher will mount some of the children's handwork in the form of posters. Simple posters with cut-out letters may be made by the children.

A STRANGE GARDEN HELPER

Our soldier boys in France had Allies to help them fight their battles and soldiers of the soil have helpers too. You have heard of how the old brown toad goes through the garden and destroys the bugs that feed on the plants. And you know, too, how our bird allies help us to fight the insect enemies. Have you ever thought of the work that the little brown earthworm does? He is an ally worth having, for you see he is really a farmer himself.

Down in the earth under your garden this little creature does his work. He plows and harrows and fertilizes the soil. If you want to see just how he works, try the following experiment:

An Easter Garden Suggestion

Half fill a glass jar with rich, moist soil. Then fill the remaining part with moist sand. Drop several earthworms on top of the sand. Either keep the jar in a dark place or wrap it with paper as the worm will not work in the light. After a few days the children can observe what has happened.

What does the experiment tell you of the value of the earthworm in the preparation of the soil?

SPRINGTIME CIVICS FOR YOUNG CITIZENS

This is the time of the year to begin the clean-up campaign in your school and community. Study the street-cleaner as a public servant. Let the children talk about the city streets, the people who use them, how they become dirty, the dirt caused by carelessness. Talk about the men who clean the streets, how it is done, how clean streets make for health. Emphasize the children's part in helping to keep streets and yards clean. How is similar work done around country homes?

Supplement the lesson on the street-cleaner by other lessons on the beauty and value of gardens in the community. Compare an uncultivated, neglected city lot with one that has been turned into a garden. Show pictures of unsightly back yards littered with tin cans and ashes. Contrast these with a properly cared for yard with smooth lawn, border flowers, and vegetable beds.

Intermediate Grades

THE SICK MAN OF THE EAST

Do you remember how Alice in Wonderland grew and grew until her head bumped the ceiling, and then how she shrank and shrank until she nearly disappeared altogether? That is what has happened to the country called Turkey. Hundreds of years ago, in 1453, Constantinople, then a Roman city, was captured by Turkey, who soon began to grow until—take your maps and we shall see how large she became. The Turks overran Southeastern Europe and for several hundred years ruled the Balkan peninsula. They made their way into Hungary and invaded Austria.

The Big Country Shrinks

In the 18th and 19th centuries, the Turk, always a bad master, was pushed back until, at the beginning of the Great War, she possessed in Europe an area of merely 11,000 square miles, which is less than the size of Maryland. Constantinople, the great gateway was still hers, and European countries helped her to keep it. Now Turkey, thinking it to be to her advantage, allowed Germany to train her armies. When the war broke out in 1914, she entered into a secret treaty and startled the world by bombarding a Russian port and destroying French and Russian vessels. Of course this meant war with the Allies. In 1915, Turkey was exultant when the English campaign in Gallipoli failed.

The Defeat of Turkey

But in 1916, Turkey was destined to shrink more. Russia started down through Armenia, reaching Trebizond in Asia Minor. Let us follow the campaign on the map. The British, who were coming up from the Persian Gulf, failed to get to Bagdad, the long-ago home of Ali Baba and many Arabian Night friends. The British soldiers were driven back to the mouth of the Tigris river. Early in 1917, they started up the river again and their efforts proved successful. They reached the end of the Berlin-Bagdad railway, just as Russia, in revolution, deserted the Allies.

In December, 1917, General Allenby led his troops up through Palestine into Jerusalem, and northward until Turkey sued for peace.

So you see how Turkey grew and grew, and through misrule and bad alliances shrank and shrank. Let us watch the papers to see what happens to her now.

—※—

THE GARDEN SOLDIERS' SONG

What tools shall we have to become efficient gardeners? The following jingles will tell. Farmers and farmerettes, each carrying a tool, recite the lines in turn:

Spade

I am a spade, the gardener's friend,
I delve into the earth.
I turn the soil, my strength I lend
To give the garden birth.

Hoe and Rake

We are the hoe and steel toothed rake,
Our owners strive and toil,
They work until their bodies ache
To pulverize the soil.

Rake

I'm needed by the school,
My teeth are sharp and stout,
For more than any other tool
I spread the earth about.

Balls of Cord

Two little balls of cord are we,
We mark the garden rows,
We stretch the line and then, you see,
The garden straighter grows.

Trowel

I dig the homes for bulb and seed
Two inches, three, or four.

Weeder

Then at the coming of the weeds
I dig a little more.

Watering Can

And when the sun has shone all day,
No cloud the dry earth heeds;
Then friendly rain I daily play,
And shower the sprouting seeds.

All the Tools

We are the tools that work for you,
From tiny trowel to hoe.
Together all our best we do
To make the garden grow!—*A. W.*

—※—

A GARDEN HEALTH DRIVE

Scene: The Garden Hospital. A row of beds with names printed above them and sick vegetables in them. Reading from left to right—Cabbage Bed, Onion Bed, Potato Bed, Beet Bed, Carrot Bed, Squash Bed, and Bean Bed. The occupants are in varying positions, some propped up, some lying flat, and some having heads bound. All are restless, and some are groaning.

Cabbage. Anne Onion, if you don't keep still I shall report you to the nurse.

Onion. How can I keep still when I know that Thrips will be after me again?

Cabbage. What are Thrips compared with the monster Cabbage Worm? I can't sleep without dreaming of the squirming things.

Potato. Your troubles are nothing compared with mine. How would you like to be bitten by beetles?

Bean. You amuse me. Wait until the Aphids bite and you will know what suffering is.

Beet. I'm tired. Let's go to sleep.

[*All is quiet. Then the plotters, Thrips, Aphids, Potato Bugs, Cabbage Worms, and other pests come from under the beds.*]

Thrip. Ha! Ho! He! Another delicious supper for me. Where is Anne Onion?

Cabbage W. He! Ho! Ha! I shall find Cabbage in a moment. How I love to scare him!

Potato B. Lead me to the Potato bed!

Aphid. Ho! Ha! He! I shall take my choice of many. Where is our friend Cutworm?

Thrip. Don't worry about him. He will come after night.

Cabbage W. Let's say our magic and then begin.

[*Cabbage Worms, Potato Bugs, Striped Beetles, and all other chewing pests form a magic ring on one side, while Thrips, Aphids, and all the sucking pests assemble on the other.*]

Chewers. Ho! Ha! He!
Chewers are we,
Beware! Take care!

Suckers. Ho! Ha! He!
Suckers are we,
Beware! Take care!

All. Ho! Ha! . . .

Voice of Doctor. So this is the way to Hospital Garden.

Voice of Nurse. Yes, Dr. Growem.

Aphid. I don't like that voice.

Thrips. Let's hide.

[*The pests all crawl under the beds. Enter Dr. Growem, who is really Uncle Sam, and Nurse Lady Bug.*]

Nurse L. B. I have tried, Dr. Growem, to take care of this garden, but it is really too much for me.

Dr. G. Have you no help?

Nurse L. B. Yes, I have an orderly, Hop Toad, and the bird friends do their best; but as you see, we still have plenty of sick.

Dr. G. Humph! I see. Let me look them over.

Voices of Patients. I'm so sick, doctor! I'm sicker than the rest! Come to me—me—me!

[*As they groan, Dr. Growem goes about from one bed to another examining them carefully and shaking his head.*]

Dr. G. Nurse, call my farmers and farmerettes of the School Garden Army. There is much work to be done!

Nurse L. B. Yes, doctor. [*Departs.*]

Dr. G. [*rolling up his sleeves*]. Now for business!

[*Enter a number of farmers and farmerettes carrying buckets, sprayers, hand pumps, and watering cans.*]

DR. G. Attention, all! I find in this garden two classes of pests, those which chew and those which suck. What do we use on the chewers, Number 7?

NUMBER 7. Arsenate of Lead, Doctor, used in spray.

CABBAGE W. [*from under the bed*]. What's that he says?

POTATO B. I don't know, but it sounds bad.

DR. G. Correct, Number 7, and are you equipped?

NUMBER 7. Fully, Doctor.

DR. G. Now, Number 11, your special work will be on the sucking pests. What have you there?

NUMBER 11. A fine kerosene emulsion guaranteed to kill all suckers.

THRIP [*in a scared whisper*]. What did he say about us?

APHID. Sh! They'll hear you!

DR. G. Are you ready all? Attention! Sprayers lifted! Hand-pumps filled! Watering cans at sides! Go!

[*The Garden Army begin spraying everywhere*].

VEGETABLES. Stop! You're killing me! This is awful! Mercy on us!

PESTS [*from under the beds*]. Ouch! What? Oh, I'm dying! Let me out! I can't get my breath! Please don't you hurt!

Prize Garden Poster of New York City

[*The confusion grows, then dies away until everything becomes still.*]

DR. G. Good work, Garden Army nurses! That will do for to-day.

ALL [*bowing politely*]. Yes, Doctor.

DR. G. Now, farmerettes, stay until you straighten up the beds, and clean up the hospital. Nurse Lady Bug, we will leave all in your care.

NURSE L. B. I'll do my best, Doctor.

DR. G. And then in a couple of weeks or so my army will come again. Meanwhile do all you can for the patients, and good luck to you! Come, my men [*looking at his watch*], we have just time to make the next garden before lunch.—*A. W.*

Upper Grades and High School

THE LEAGUE OF NATIONS

Teachers should have their classes follow the discussion of President Wilson's program for the League of Nations. Notice the arguments for or against the plan as presented. Debates might be organized, based on proposed features as they stand at present or on amendments that have been suggested. It will be a good exercise for high schools to compare the thoughts and statements of our public men with the thoughts and statements of those who were for or against the adoption of the Constitution.

THE WAR IN 1917

The Western Front

1. German retirement to the Hindenburg line—from Arras to Soissons, 100 miles—more easily defended; wanton destruction of evacuated French territory.

2. Resulting collapse of Allied plans for a spring offensive on German positions in the valley of the Somme; close following of the French and British troops; the battles of Vimy Ridge, Chemin des Dames, Passchendaele Ridge; the bombardment of Rheims; tanks introduced by the British at the battle of Cambrai, November, 1917.

3. War in the air. Great advance in warfare in the air; achievements of Guynemer, the French ace; escadrilles (grouping of airplanes in regular organizations); battles in the air; in 1916 the Allies destroyed or damaged 611 planes; in 1917 the French brought down 43 planes in 24 hours; in 1918 the Allies in one week destroyed 339 planes; in October, 1918, 350 American planes started on a single bombing expedition.

The Russian Revolution

1. Collapse of the Russian government. Political and social unrest of long standing; many opposing views as to government, some reformers favoring a limited monarchy like England, others no government at all (anarchy); the Duma, established by the Czar 1905, a representative body to aid in making the laws, actually had little power.

2. Conditions in Russia. Corruption and disloyalty among high Russian officials; Germans bribed and plotted; shortage of food; mobs in Petrograd.

3. Beginnings of the Revolution—Refusal of soldiers to fire on the mob; Duma called on by revolutionists to form a temporary government; deposition of the Czar and his abdication.

4. The Kerensky Government in Russia—Recognition of the new government by United States, Great Britain, France, and Italy; Kerensky, a moderate socialist, chosen to head the new government; army to take orders only from representatives of the people; immediate attempt of extremists to make trouble.

5. The Bolsheviki—extreme socialist party; depression caused by lack of food and German advance; fall of Kerensky; Lenine and Trotsky (very extreme members of the party) in power through help of Germany. Constitutional Assembly dissolved; armistice with Germany.

6. Russia deserts her allies; effect on the campaign in Asia.

The British in Asia

1. In Mesopotamia—Capture of the city of Bagdad; advance up the Euphrates.

2. The Palestine Campaign—Designed to remove the Turkish threat of attack on the Suez Canal; successes ending in the capture of Jerusalem (December, 1917).

The Italian Front

1. Successful Italian advance toward Trieste; Germans undermine morale of Italian army by propaganda and fraternizing; Austrians had the advantage of position (controlled higher passes in mountains), and the use of large numbers of German and Austrian troops from the Russian front; Austro-German drive at Caporetto (October-December, 1917); advance toward Venice; British and French assistance to Italy; Germans and Austrians checked.

Unrestricted Submarine Warfare

1. German violation of pledges; Germany's fleet of submarines increased; United States notified (January 31, 1917) that on February 1, 1917, vessels would be sunk without warning (violation of pledges made after sinking of *Sussex* and *Lusitania*).

2. United States severs diplomatic relations with Germany—Ambassador von Bernstorff handed his passports at Washington; American Ambassador Gerard recalled from Berlin.

3. Great damage by submarines during next six months—two or three times as many ships sunk as were being built; food supply of the Allies endangered; methods of combating the submarines, patrols, convoys; increased shipbuilding in Allied countries and in the United States.

4. Chief result. Entry of the United States into the war April 6, 1917. The rapid preparations following the declaration.

EFFICIENCY

During the war the Allies sailed a ship on an average of every ten minutes, day and night, Sundays included. Every minute, day and night, Sundays included, ten freight-car loads of food, supplies and munitions were put on board ship here, and the same amount unloaded "over there."

THE HEALTH CRUSADE IN HIGH SCHOOLS

When boys and girls get into the upper grades there is a certain tendency for them to look upon such things as health drives and school gardens as in some degree beneath their dignity. If this happens in your school, appeal must be away from the personal side toward the social instincts.

It is easy to show how carelessness of the individual with respect to personal cleanliness will react on his neighbors in spreading disease. It is still easier to show how neglect of one's self will react personally in the disinclination of friends and classmates to associate or play with them, or even to sit near them. The idea is to study the particular group of pupils with whom you have to deal and find an appeal that will interest them.

PROPHETIC OF A LEAGUE OF NATIONS

"So far is the general sense of mankind from corresponding with the tenets of those who endeavor to lull asleep our apprehensions of discord and hostility between the states, in the event of disunion, that it has from long observation of the progress of society become a sort of axiom in politics, that vicinity, or nearness of situation, constitutes nations natural enemies. An intelligent writer expresses himself on this subject to this effect: 'Neighboring nations are naturally enemies of each other, unless their common weakness forces them to league in a confederative republic, and their constitution prevents the differences that neighborhood occasions, extinguishing that secret jealousy which disposes all states to aggrandize themselves at the expense of their neighbors.' This passage, at the same time points out the evil and suggests the remedy."—*Alexander Hamilton, from a passage written in The Federalist, No. VII.*

GEOGRAPHY FROM AN AIRPLANE

Let us travel in an airship from Warsaw (point to it) to Bordeaux, passing by the way of Berlin, and Paris; observe the country as we travel. What waters do we see far off to our right? What mountains do we see far off to the left? Name the rivers as we fly over them. Name some of the big cities. Notice that the country gets more hilly and mountainous the farther it is from the coast. Why did Germany want to go through Belgium and Luxemburg instead of crossing her own boundary line directly into France?

Let us now fly across the high mountains to the south into the country beyond. See the plain of Italy. (Point to it.) Point on the map to Po, the Piave, the Tagliamento, and the Isonzo. Farther toward the east notice the wide plain of the Danube. In the war between Italy and Austria the battle front stretched across the plain of Italy, just as in the war between Germany and the Allies the battle front stretched across the great northern plain of Europe. How far from Ostend to Mulhausen? (Point to them.)

Naming the Cities

Four cities in this map have each a population of two million or more. What are they? Nine capital cities can be seen. Point to them and name them.

The German Empire

This empire consists of 25 states, the largest of which is Prussia (almost two-thirds of the whole empire). Three of these states are the "free cities," Hamburg, Bremen, and Lubeck. (Locate.) Find Alsace and Lorraine, the two provinces that were taken from France in 1871. (Area 5,600 square miles.) Alsace-Lorraine is not one of the 25 states. Locate Metz and Strassburg. Where is Schleswig-Holstein? These provinces have, since 1866, been a part of Prussia. What waters does the Kiel Canal connect? It was opened in 1895 and enlarged in 1914 to allow the passage of the largest modern ships.

Mining Regions of Europe

Find from the textbooks and encyclopedias where the mining regions of this section of Europe are located. Is there any special reason why Germany wished to get possession of Belgium and portions of France? Point to Essen, Düsseldorf, Cologne, Liege, Antwerp, Ghent, Lille, Amiens, Soissons, Rheims, Verdun. Point to Waterloo. How far from Brussels?

Other Names of Importance

Bohemia (Prague), Galicia, Poland (Warsaw), Luxemburg, Flanders (western Belgium and formerly also portions of southern France and western Holland), Picardy (old Province in northern France), Heligoland (an island ceded by England to Germany in 1890 in exchange for territories in Africa), Czecho-Slovaks, Jugo-Slavs.—*W. E. Larsen.*

SCHOOL GARDENS FOR HIGH SCHOOLS

High school boys and girls should particularly interest themselves in the school or home garden, because they are old enough to understand that farming and gardening is today a skilled occupation, not to be carried on by mere rule of thumb. The keeping of a school or home garden will furnish a good opportunity to get some of the fundamentals of agriculture, besides helping the country by producing many thousands of tons of food.

Help Pay War Mortgage

A recent writer points out that our nation is mortgaged to the extent of eleven dollars an acre. That is, the issues of liberty and victory bonds will amount in the aggregate to this sum for every acre of our territory. We must pay off this immense mortgage, and to do so we must make every unit of our resources, whether wood-lot or power stream, mine or mill, factory or farm, produce every dollar possible with the least waste.

We are not proud to compare our average wheat production of 14 bushels an acre with the 28 bushels produced in Germany, and 32 bushels produced in England. The soil in both of these countries is no richer than ours. The difference is due to more scientific fertilization and to a greater care in cultivation and cropping.

Increase Average Production

It is time we were doing more to increase our average production not only of wheat, but of every other agricultural product. The way to do this is to begin with the boys and girls in school. Teach them that "pretty near" will not do in farming any more than it will do in arithmetic. That there is a right way to plant a bean or to fertilize a field.

This message is as good a one for the boys of the cities as it is for the boys and girls of rural schools. Many of our largest cities have great areas of tillable soil within their borders. Forty-five square miles of the area of Philadelphia is used for farms or gardens.

Start School Gardens Now

Now is the time to start. Get the land. It can usually be borrowed, if the district does not own a sufficiently large plot. Neighbors are usually glad to plough the school garden plot.

The school garden should not be looked upon as a playground where a boy or girl can pass a few hours. Visitors should be welcome, but the boys and girls who start should be held responsible for seeing their task through.

RED CROSS CLOTHING DRIVE

March 24 to 31 is the week that the Red Cross has chosen for the collection of used clothing for liberated countries. The Red Cross is to send this clothing, 10,000 tons of it, to Europe, where Red Cross Commissions will supervise the distribution to those in dire need. Where there is no Red Cross organization, Mr. Hoover has offered to have the food representatives take charge of the distribution.

Juniors Will Help

In the announcements which the National Headquarters of the Red Cross in Washington has sent out to the Divisions, the following statement is made: "The members of the Junior Red Cross will be eager to help, and can do fine service, particularly in carrying the word into all homes. Often rural school houses can be used as collection centers."

So here is another chance for the members of the Junior Red Cross to live up to their reputation as "campaigners," and a great opportunity to bring untold relief to the stricken peoples of Europe.

THE GREAT WAR

QUESTIONS AND ANSWERS

Readers seeking information on the war are requested to make their questions definite and concise. Naturally questions of general interest will receive first consideration.

What does the word "Anzac" mean?

Anzac is a word used to designate the British colonial troops engaged in the Gallipoli campaign (1915). The word is made of the initial letters of Australian-New Zealand Army Corps.

Please tell how we get the word "Poilu."

This term was first used humorously, then affectionately, by the French civilians to designate their soldiers in the present war. The term comes from the French word *poil*, meaning hair. It is likely that the term *poilu* came to be applied to the French soldiers because when they were in the trenches they were supposed not to shave as the British soldiers did. The French soldier was an *homme poilu*, a hairy man. Far from being a term of reproach, the expression conveyed rather the idea of hardihood and of courage.

What countries are represented in the Peace Conference at Paris?

The five great powers are: The United States, Great Britain, France, Italy, and Japan, each having five delegates. On February 8, according to an official report, other powers were accredited to the conference with delegates as follows: Canada, 2; Australia, 2; South Africa, 2; New Zealand, 1; India, 2; Belgium, 3; Brazil, 3; Serbia, 3; China, 2; Greece, 2; Hedjaz, 2; Poland, 2; Portugal, 2; Roumania, 2; Siam, 2; Czecho-Slovaks, 2; Bolivia, 1; Cuba, 1; Ecuador, 1; Guatemala, 1; Haiti, 1; Honduras, 1; Liberia, 1; Nicaragua, 1; Panama, 1; Peru, 1; Urnguay, 1.

How many men did the leading belligerent countries lose in battle in the great war?

General Peyton C. Marsh, Chief of Staff, recently announced that thirteen of the nations engaged in the great war sustained a loss of 7,354,000 in "battle deaths," according to official reports. "Battle deaths" are deaths sustained in actual battle or resulting from wounds received in battle. The "battle deaths" were distributed among the thirteen belligerents as follows: Russia, 1,700,000; Germany, 1,600,000; France, 1,305,300; Austria, 800,000; England, 706,700; Italy, 460,000; Turkey, 250,000; Belgium, 102,000; Bulgaria, 100,000; Roumania, 100,000; Serbia and Montenegro, 100,000; United States, 50,000.

HISTORY AND EDUCATION FOR CITIZENSHIP

The American Historical Association, the National Board for Historical Service, and the Commission on a National Program for Education of the National Education Association are coöperating to make a study of the whole problem of the content and method of history teaching in the elementary schools, high schools, normal schools, and night schools. Although the war has given a certain impetus to the study of history and has increased the general interest in matters historical, there is a widespread dissatisfaction with the present history program. A committee has been appointed with the expectation that it will prepare a preliminary report within the next three or four months covering the much needed changes, to be followed by a complete report at a later period. Professor Joseph Schafer, of the University of Oregon, is chairman of the committee, and Dr. D. C. Knowlton, Supervisor of Social Sciences, Newark, New Jersey, is secretary. The coöperation of historians, administrators, teachers, and others interested is already assured.

FREE HELPS FOR SCHOOL GARDENERS

The following helpful manuals and leaflets are distributed free by the United States School Garden Army, J. H. Francis, Director, Bureau of Education, Washington, D.C.:

Manuals

The Fall Manual of the United States School Garden Army
The Spring Manual of the United States School Garden Army
Victory Edition 1919 Home Canning and Drying of Vegetables and Fruits.
Victory Edition 1919 War Gardening and Home Storage of Vegetables

General Leaflets

President Wilson's Letter
Suggestions as to Organization
Getting Seeds for the Gardens—Record Books
Headquarters Companies
The Penrod Letter
A Song for the School Garden Army
Song, "Soldiers All"
A Garden Pageant
Herbert Hoover's Letter
Garden Pictures
Suggestions for Vegetable Exhibits
Marketing the Surplus
Judging the Home Gardens

Regional Leaflets

Nearly 400 special leaflets have been issued for the School Garden Army by the five Regional Directors. About 90 of these are specially designed for the Northeastern States. The more important ones are listed in Leaflet 89 under the title of "Forty Lessons in Gardening."

More than 100 of these leaflets have been published for the Southeastern States, each of these being specially adapted to certain climatical zones; they are grouped in sets for each particular part of the region.

The more important leaflets of the Southwestern States have been reprinted in a special pamphlet entitled "Garden Lessons for the Southwestern States," which will be sent free on application to any teacher in that territory.

About 50 leaflets for the Central States have been issued. These cover the important garden crops and the practical phases of gardening in a way which any teacher may use to advantage. The same principle has been used in preparing the leaflets for the Western States, some 30 of which are now available for teachers in that region.

In general, it is the policy of the Bureau to send into each region only the leaflets prepared for that region, but in exceptional cases special leaflets may be obtained for other parts of the United States. The manuals and the general leaflets are for general distribution and will be sent free on application to anyone interested.

EXHIBIT OF GOVERNMENT ACTIVITIES

The Division of Educational Extension, of the Department of the Interior, has prepared a circular giving directions for making an exhibit of the various activities of the national government for classes in history and civics. Such an exhibit can be made easily and at small expense, and will serve to bring the machinery of the government and its operation concretely before the minds of the pupils.

The circular gives directions for making the following collection, with sufficient variety to permit individual choice. Complete information is also given on how to obtain the different documents: The President's Message, A Day's Proceedings in Congress, Specimens of Laws Passed by Congress, Reports of Committees of Congress, Annual Report of a Member of the Cabinet, Annual Report of One or More Bureaus, Specimens of Bulletins of the Bureaus, Specimen Copies of Periodical Publications of Bureaus, Consular Reports, Cases before the Supreme Court, Cases before the Interstate Commerce Commission.

Circulars telling how to make these exhibits will be sent free upon application to the Division of Educational Extension, 6006 Interior Building, Washington, D.C.

LEAGUE OF NATIONS

One government can collect and avail itself of the talents and experience of the ablest men, in whatever part of the Union they may be found. It can move on uniform principles of policy. It can harmonize, assimilate, and protect the several parts and members, and extend the benefits of its foresight and precautions to each. In the formation of treaties, it will regard the interests of the whole, and the particular interest of the parts as connected with that of the whole. It can apply the power and resources of the whole to the defense of any particular part, and that more easily and expeditiously than State governments or separate confederacies can possibly do, for want of concert and unity of system.—*John Jay, in the Federalist, No. V.*

AMERICANIZATION AND GOOD CITIZENSHIP NUMBER

NATIONAL

School Service

DIVISION OF EDUCATIONAL EXTENSION, DEPARTMENT OF THE INTERIOR

VOLUME I | WASHINGTON, D.C., APRIL 1, 1919 | NUMBER 15

ARMY HOSPITAL SCHOOLS

Fifty Thousand Wounded Soldiers Are Given Expert Restorative Treatment in Forty-Seven Hospitals

To care for our wounded heroes properly is a solemn obligation. How this obligation is being met is here described in part by Major A. G. Crane of the Sanitary Corps of the office of the Surgeon General, War Department:

Disabled Soldiers Deserve the Best

"To care for our disabled soldiers," declares Major Crane, "the Surgeon General of the United States Army has summoned the best medical and surgical experts, secured the best scientific appliances, and built great hospitals. He has used the most modern means of restoring these men to health and strength. Among the newer things used in helping to cure our sick and wounded soldiers has been education. It may seem queer that a school should be used to cure men, that two hours of study a day should be prescribed by a physician just like a dose of asperin or a surgical operation. But such is a fact.

Brightens Future

"Sickness or wounds bring our soldiers to a hospital, where they receive the best medical and surgical attention. After the first real sickness and weakness pass away, time begins to drag wearily. Friends, home, and loved ones are far away. Physical handicaps make the future look dark and gloomy. Perhaps sickness and weakness have robbed the man of his chance in the glory of combat. Perhaps the awful carnage and the fearful strains of conflict have unsettled for the time the nerves and mind. For all of these the best help to recovery may be something else to think about, some happy occupation. The medical officer now prescribes the school. He tells the occupational aides that these men need something to do. The women in blue and white visit the men and provide work. Reading is popular and every hospital has a library and a trained librarian. Pictures are furnished. The Red Cross has given $20,000 worth of stereoscopic views. Wood carving, toy making, basketry, weaving, knitting, drawing, jewelry making, metal working, leather and cardboard construction, are common projects. Up to January 31, 1919, there were over 18,000 student subject enrollments in some form of ward occupational work.

Work of the Reconstruction Aides

"Study in more conventional educational lines in the wards has shown a strong increase, with 972 men in January studying academic subjects while still confined to the wards. English reading, writing, and spelling easily lead the list. Typewriting is very popular, as are also music, drawing, arithmetic, bookkeeping, and science. The teachers here are women, known as reconstruction aides. They are, for the most part, highly educated, experienced crafts-women, with deep human sympathies, who guide the men into diversional and educational activities which aim to relieve the tedium, to take their minds from their troubles, and to lead them back from a state of hopeless inactivity to one of hopeful effort.

Wounded Soldiers Making Toys, Carving Wood, and Painting in the General Hospital, Rahway, New Jersey

School Work Is Curative

"The object of this hospital school is to hasten recovery and improve the chances for full restoration. The aim of the school is curative. A remarkable thing, however, is that there is no conflict between the curative and the educational purposes. The activity which is the most directly educational and so appears to the patient will be the most curative. It appears to him as

(Continued on page 2)

MAKING TRUE AMERICANS

Nation-Wide Campaign of Americanization, Carried on by Many Agencies, Centers in the Schools

Over 50,000 local and general agencies are uniting in a nation-wide campaign for Americanization. Of the foreign-born residents of America, more than 750,000 each year are trained in citizenship classes in the public schools in coöperation with the Bureau of Naturalization, according to W. B. Wilson, Secretary of Labor.

Active National Agencies

The Council of National Defense, the Division of Americanization of the Bureau of Education, the Bureaus of Immigration and Naturalization of the Department of Labor, the Red Cross, and the United War Workers are among the more active of the national agencies coöperating in the big campaign.

Need for Americanization

The necessity for an Americanization campaign may be shown from the following facts: 13,000,000 persons of foreign birth and 33,000,000 with one or both parents of foreign extraction live in the United States; over 100 different foreign languages and dialects are spoken; approximately 1575 foreign language newspapers with an estimated circulation of 10,982,000 are published; 5,000,000 persons in the United States are unable to speak English, 2,000,000 of whom are illiterate; there are 3,000,000 unnaturalized persons of military age in the country; about a half million of the foreign-born registrants between 21 and 31 years of age were unable to understand military orders given in English.

Many of our greatest industries are dependent on alien labor. Fifty-seven per cent of the employes in iron and steel industries east of the Mississippi are foreign-born, as are also 61 per cent of the miners of soft coal, 72 per cent of the workers in the four largest clothing manufacturing centers, and 69 per cent of the construction and maintenance workers on railroads.

With such dependence upon alien labor comes the added responsibility of introduc-

(Continued on page 4)

ARMY HOSPITAL SCHOOLS

(Continued from page 1)

worth while. It enlists his interests, secures his hearty coöperation, and stimulates him to active efforts.

Interesting Exercises Displace Mechanical

"In some cases our boys may have stiff joints, shrunken muscles, palsied nerves, weak hearts, or clumsy stumps which need development and training. Massage, passive exercise, and hydro-therapy bring the disability to a point where the part can be set to work gradually. Doing something interesting is much easier, less trying, and more helpful than are mere gymnastic exercises. Baseball, carpentry, or gardening are much pleasanter than harnessing a stiff arm to a brick on the end of a string and raising it 100 times an hour because the doctor says so. Typing a letter home beats formal finger exercises as a means of limbering stiff fingers. To put hope in place of despair, diversion in place of tedium, happy activity in place of idleness, improves physical tone and enhances the soldier's chances for rapid recovery.

Educational Standing of Soldiers

"Army conditions have offered special opportunity for gathering information regarding the patients who become students. The educational administrators have endeavored to ascertain the man's physical disability, his probable state after recovery, the length of time he will be in the hospital, his social, educational, and vocational history, and his probable future. In addition to these items, a group of psychological experts have been available to give tests regarding the mental abilities and aptitude of the men in all critical cases.

"The following is the educational standing of 2950 men:

No schooling, illiterates....	237	8. %
Grades 1, 2, 3.....	257	8.7%
Grades 4, 5, 6.....	634	21.5%
Grades 7, 8, 9.....	1239	42. %
Grades 10, 11, 12.....	442	15. %
College Training in any amount	141	4.8%

"Of these American citizens, then, 8 per cent were illiterates, 30.2 per cent dropped out below the seventh grade, and 70.2 per cent dropped out below the tenth grade.

Courses Suited to Men's Needs

"As the purpose of service in hospitals is curative, the men leave the hospital and the service as soon as they are functionally and physically restored. This challenges the instructors to do the utmost possible in the time available. It causes concentration of attention upon the needs of the men, and not upon the perfecting of a curriculum. The following shows the report of 4190 cases from thirteen hospitals:

"Days enrolled in educational work and the number of enrollments:

1 to 20 days.....	1931	46.1%
21 to 40 days.....	1176	28.1%
41 to 60 days.....	541	12.9%
61 to 80 days.....	274	6.5%
81 to 195 days.....	268	6.4%

"Vocationally the men represent all trades and industries, from the roustabout who has had no steady occupation to the trained professional man.

Individual Instruction

"The shops and classrooms are not very different from those elsewhere, except that almost nowhere do you see large classes assembled or any semblance of group instruction. Each man is given individual instruction. Each one does the thing which has been planned as the best or most interesting for him. It is a sort of "go as you please" educational program. Short unit courses, each dealing with a definite part of some actual job or task, have been devised. One instructor may have twenty men in his department. For each of the men he has a card. This card contains a brief summary of the man's condition and future plans. It also contains a suggestive plan for the man's educational activity. This is a short course for this man, and a more difficult course may exist for each one of the remainder of the group.

Short Unit Courses

"In the effort to assist and guide the instructors, the Surgeon General's Office, in coöperation with the Federal Board for Vocational Education and the Bureau of War Risk Insurance, has had prepared about seventy short unit courses. Each of these is a suggestive manual for the instructor. These courses are now available for distribution by the Surgeon General's Office, Division of Physical Reconstruction, and by the Federal Board for Vocational Education.

Fifty Thousand Soldier-Students

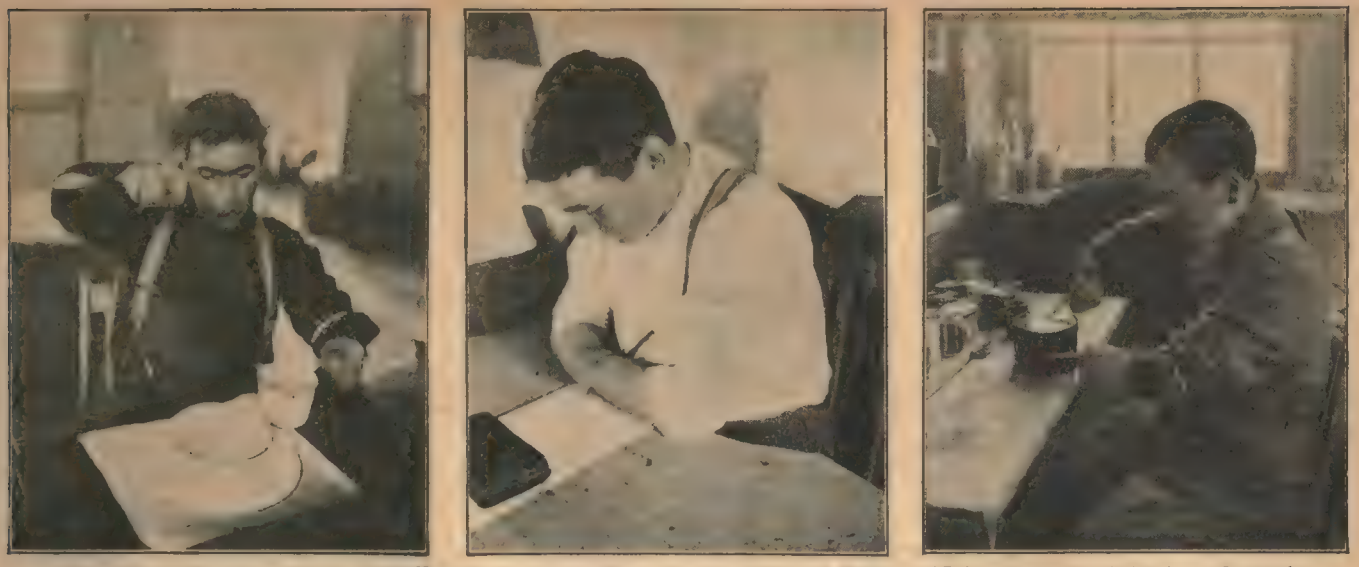
"Beginning in the spring of 1918, the work has increased until there are now forty-seven hospitals designated as reconstruction hospitals. A number of other hospitals are really carrying on work in occupational therapy though not designated as reconstruction hospitals. In all, the service in the United States has already exceeded 50,000 men. There are at present engaged in the work as instructors and aides over 2483 men and women. Instruction in over one hundred fifty common occupations has been given. Of these, fully 60 have been given in the wards.

Educational Questions Raised

"The psychological tests show an astonishingly large percentage of men below fifteen years of age mentally. The percentage of men below fifteen years' mental age suggests a question as to whether we have really designed an educational program which takes notice of these limitations and makes proper provision for them. The fact that such a large percentage of these American men, citizens and soldiers, has never progressed beyond the sixth and seventh grade in the elementary school suggests a question as to whether we have served the youth of our country successfully.

"This effort to find the shortest way to a definite goal raises the question as to whether we have not overloaded, overburdened, and overamplified school courses in general. The curative effects of instructive, profitable education, as shown in the physical improvement of these men, raises the question as to the benefits that should be derived by students in our public schools, under a keener realization of the health-giving power of educational activities.

Wounded Soldiers Instructing Each Other in the Hospital—One Teaching His Companion Geometry, Another Teaching Drafting



A West Virginia Farm Boy, Who Lost Both Hands in the Argonne Forest, Now Feeds Himself, Writes, and Paints, Due to Hospital Help and Instruction

PEACE CONFERENCE NOTES

Some General Recommendations Which Go to Help the Delegates Determine the Final Peace Terms

The Commission on Reparation of the Peace Conference, appointed to determine the amount Germany should pay as a partial compensation for unlawful damages done by her invading armies and submarines, has recently recommended an amount of $40,000,000,000.

Military Terms Imposed

The Supreme War Council, on March 10, agreed that the German army strength should be fixed at 100,000 men to be raised by voluntary enlistment. In order to prevent an army of this size from being trained each year, it is provided that the enlistments should be for a period of twelve years. The number of German officers was fixed at 4000. All artillery and other equipment in excess of the requirements for the reduced army must be surrendered. The Imperial General Staff must be abolished. Other military provisions require the destruction of the Rhine forts and the reduction of the munitions output to that required for the reduced army. It was also recommended that Germany be forbidden to construct tanks or to continue the manufacture of poison gas.

On March 11, it was recommended that the personnel of the German navy be reduced to 15,000 men.

German Crimes Classified

The subcommittee on fact, appointed by the Commission to determine the responsibility for the war, on March 15 recommended the collecting of complete facts and the publishing of a comprehensive list of enemy atrocities. The following incomplete list was submitted:

Abduction of Girls and Women

The massacre of civilians; putting to death of hostages; torture of civilians; starvation of civilians; rape; abduction of girls and women for the purpose of enforced prostitution; deportation of civilians; internment of civilians under brutal conditions; forced labor of civilians in connection with military operations.

Usurped Sovereignty

The enemy usurpation of sovereignty during military occupation; compulsory enlistment of soldiers among inhabitants of occupied territory; pillage; confiscation of property; exaction of illegitimate or exorbitant contributions and requisitions; the debasement of currency and issue of spurious currency; the imposition of collective penalties.

Destruction of Churches and Hospitals

The wanton devastation and destruction of property; bombardment of undefended places; wanton destruction of religious, charitable, educational, and historic buildings and monuments; the destruction of merchant ships and passenger vessels without warning; destruction of fishing boats; destruction of a relief ship; bombardment of hospitals; attack on and destruction of hospital ships; breach of other rules relating to the Red Cross; the use of deleterious and asphyxiating gases; the use of explosive and expanding bullets; directions to give no quarter; ill treatment of prisoners; misuse of flags of truce; and the poisoning of wells.

The League and the Treaty of Peace

On March 26, press dispatches from Paris announced that it was proposed by the peace plenipotentiaries to have one general treaty with all the enemy powers.

THE ARM OF BROTHERHOOD

During this war crisis, many sleeves that had never had a wrinkle in them before, have been rolled up. All kinds of shortages of labor made all kinds of people turn to all kinds of work. It is excellent to realize that labor is uplifting and that the bared arm is the arm of brotherhood. A group of France, when occasion demanded, turned washerwomen. Members of the unit worked for days over washtubs, salvaging a fire-blackened and brine-soaked cargo of socks, bathrobes, pajamas, hospital shirts, and women's and children's garments.

THE WORLD FOR THE WORKERS

This Is One Clear Lesson of the Great War, According to Secretary Lane

"As we move further and further from the war," says Secretary Lane of the Department of the Interior, "we will discover much that we do not now see. But this one thing stands out more plainly than ever before, that this world is to belong to the workers, those who do and those who direct the doing. Not merely to those who drive the nail or lay the brick, but also to those who have come to a higher capacity through education and larger experience, the men of scientific knowledge, of skill in the arts, of large organizing capacity. Ease, sheltered repose, will come only to those who themselves have earned it.

"This thought is not new to America; it is American, for here we have climbed the rough road of experience together, each jostling the other and pushing the weak ones aside.

"The test is to be in peace as it was in the time of war. Are you fitted for the fight? The man who knew how knowledge could be converted into power was the man for whom there was unlimited call. So it is increasingly to be. To be useful is to be the test that society will put. Each man's rights are to be measured not by what he has, but by what he does with what he has. The honors—the *croix de paix*—the richest rewards, will go to the capables, those who are not standardized into 'men machines,' those who dare to venture and learn to lead. But all must work, and this duty to work and respect for work should be the earliest lesson learned. And it should be taught in the school, not as a homily but in a living way, by tying work with instruction, making the thing learned to apply to something done. I should like to see the day when every child learned a trade while at school, trained his mind and his hand together, lifted labor into art by the application of thought.

"To be useful is the essence of Americanism, and against the undeveloped resource, whether it be land or man, the spirit of this country makes protest."

AMERICANIZING ALL AMERICANS

"Americans All" is Slogan of Fifty Thousand Local and National Agencies Coöperating with the Schools in Nation-wide Campaign for Americanization

The making of loyal, efficient, and happy American citizens is one of the first considerations in our democracy.

The Council of National Defense, through its State Councils and Community Councils, the Division of Americanization of the Bureau of Education the Bureau of Immigration and Naturalization of the Department of Labor, the Red Cross, the United War Work organizations, and many other far-sighted agencies, are actively coöperating to further the plans and purposes of President Wilson and of the Federal Departments in making real Americans of all residents of the United States.

A PROGRAM OF AMERICANIZATION

An effort to coördinate the work of all existing agencies in a big campaign of Americanization is being made by the Division of Americanization of the Bureau of Education. The proposed program of activities as outlined by the Division embraces the following points:

Community centers. The formation of community centers in the schools and elsewhere and their use as means of education, recreation, entertainment, fellowship, and the inculcation of the fundamentals of the Americanization program.

Education. The organization of night schools for adults for the teaching of English, civics, and other educational and vocational subjects.

League of foreign-born. Organization of Americanization leagues of the foreign-born in order that they may have an important part in working out their own problems.

Industrial. Formation of classes within the industries for the teaching of English and the fundamentals of the trade.

Educational classes. Encouragement of classes in physical culture, first aid, domestic arts, and English by various philanthropic and social organizations.

Personal contact. Encouragement of personal contact in a proper spirit through visiting nurse associations, school nurses, parent teacher associations, food demonstrations, and the like.

Native-born. Education of the native-born for a more sympathetic and tolerant treatment and understanding of the foreign-born and their problems, for greater courtesy in dealing with them, and for the elimination of nicknames.

Recreation. Provision of healthful and interesting recreation and occupation to take the place of undesirable customs or activities. Extension of playgrounds and parks. Provisions for pageants and parades and for community singing for the stimulation of patriotism and nationalization.

Housing. Elimination of adverse and unsuitable housing conditions, better sanitation, adequate building and sanitary codes, increased work for public health and safety, and child welfare.

Protection. Elimination of grafting upon the foreign-born by translators, interpreters, and steamship, foreign exchange, and employment agents. Legal aid and advice are extended to resident aliens.

Employment. Coöperation with state and federal agencies in peculiar problems of unemployment of the foreign-born.

Thrift. Encouragement of thrift through postal savings, thrift stamps, and other government securities.

Cost of living. Protection from imposition in extreme cost of living, through provision of public markets, introduction of new sources of food supply, and gardening.

MAKING TRUE AMERICANS

(Continued from page 1)

ing these laborers to American ideals and standards of living which make for efficiency in our democracy.

Schools Agents of Americanization

What obligations do these facts lay upon the public schools of America? The American school teacher is the final agent in any general plan to assimilate the citizens born on other shores and to interpret to every child the ideals and traditions of America. The corps of men and women necessary to teach Americanization has been drawn largely from the teaching ranks. Teachers should everywhere realize that much of the work they have been doing in the past has been what is now properly termed Americanization. Americanization now becomes a conscious process of making better citizens of the pupils. Each generation of Americans must be made better than its immediate predecessor.

What the Teachers Can Do

Among the many important things the teacher can do to promote general Americanization work are the following:

1. Children of different nationalities may be allowed to describe the customs and celebrations peculiar to their families on given holidays in order to help the native-born children to understand the social and traditional background of the newcomers. This will give to the foreign-born child a deeper respect for all that is fine and beautiful in his own national folk lore. Encourage tolerance. Emphasize the fact that all Americans have come from imported stocks. Have the children get their parents' ideas on all public questions discussed.

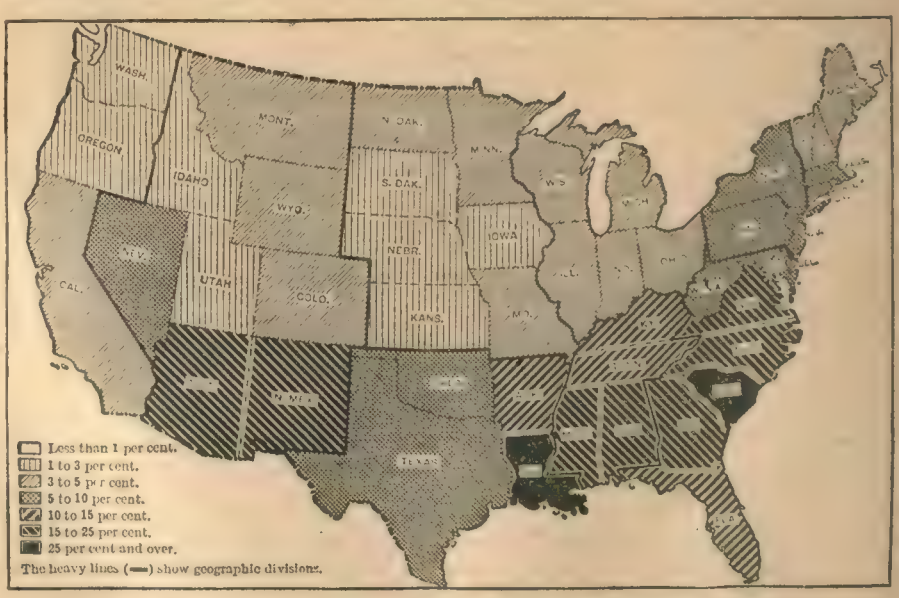
2. Have a visiting plan whereby the absence of the child from school will necessitate a visit to the home, thus making a valuable contact. This method has unlimited possibilities for interpreting America to the foreign home and in turn for interpreting foreign customs to the schools.

3. Encourage the forum idea of discussion of current community movements that are carried on to make better citizens; for example, discuss the importance of pure milk, or why we have pure milk regulations, why good road bonds are issued by taxpayers, and why children should stay in school until they are old enough to take up the work of life. The mere telling of these facts does not make them appeal to children as does a general discussion.

4. Encourage forum discussions of current topics among the parents, such as the League of Nations, employment of returned soldiers, and keeping children in school.

5. Invite active participation in such local civic movements as clean-up days, fire-prevention events, and swat-the-fly campaigns in order that the children may get practical experience in organized community effort.

6. Bring the child to his first taste of community responsibility by holding to proper standards of classroom cleanliness, courtesy, and regard for the rights of others.



Per Cent of Illiteracy in the Population 10 Years of Age and Over, by States, Census of 1910

73. I KISS my wife.

I kiss my wife.

(POLISH)
Aj kis maj uajf
Ja CAŁUJĘ moją żonę.
(HUNGARIAN)
Áj kisz máj wájf.
Én MEGCSÓKOLOM feleségemet.
(ITALIAN)
Ai chis mai uaif.
Io BACIO mia moglie
(YIDDISH)

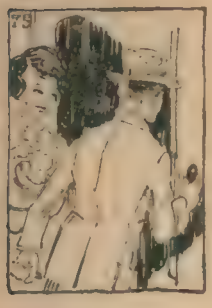
73 אי ק י ס מאי וויף.
איך ק ו ש מיין פרוי.

74. I KISS our baby.

I kiss our baby.

(POLISH)
Aj kis aur bejbi
Ja CAŁUJĘ nasze dziecko.
(HUNGARIAN)
Áj kisz our bébi.
Én MEGCSÓKOLOM gyermekünket.
(ITALIAN)
Ai chis aur bébi.
Io BACIO il nostro bambino.
(YIDDISH)

74 אי ק י ס אור בייבי.
איך ק ו ש אונזער קינד.



75. I WALK into the house.

I walk into the house.

(POLISH)
Aj uok yntu di hauz
Ja WCHODZĘ do domu.
(HUNGARIAN)
Áj voak intu tö houz.
Én BEMEGYEK a házba.
(ITALIAN)
Ai uòc intu dhi haus.
Io ENTRO in casa.
(YIDDISH)

75 אי ו ו א ק אינטו די הויז.
איך נ ע ה אריין אין הויז.

76. I GO to the bathroom.

I go to the bathroom

(POLISH)
Aj go tu di betrum
Ja WCHODZĘ do kąpielni.
(HUNGARIAN)
Áj gó to tö betrum.
Én MEGYEK a fürdőszobába.
(ITALIAN)
Ai go tu dhi bethruum.
Io VADO alla stanza di bagno.
(YIDDISH)

76 אי נ א ט ו די בעד רום.
איך נ ע ה טו די שלאף צימער.

From The Day's Work

Specimen Lessons Used to Teach English to the Foreign-Born

7. Enrich the teaching of biographical and historical studies by the introduction of current events. Biographical and historical data need not be limited to dead heroes but may be brought up to date by including live ones. Games that dramatize historical events in this country and abroad, or the lives of great American and foreign heroes carry Americanization to the very playground during recreation periods.

8. Whenever possible, hold classroom or outdoor demonstrations of the safety-first principles for the special benefit of foreign born children. Suggest that these children teach their parents the fundamental rules, as they do not read street signs easily. Something may be done in this way to reduce the number of traffic accidents in our cities.

9. Lend your aid in evening class instruction whenever convenient to do so. Personal invitations, written to the parents and sent home by the children, can do much to increase attendance at these evening schools.

10. Stimulate the powers of civic observation by having the children make weekly informal reports of the things most interesting to them in the town's activities. Have them also write themes on "What America Stands For." In this way the opinions of the children will very often reflect their home atmosphere and be of aid to the teacher in ascertaining where Americanization is more specifically needed.

11. Take advantage of every resource in motion-picture films, lantern slides, traveling libraries, posters, and other forms of visual education available through the extension department of the state universities. By the use of community music and drama, material for which can in many cases be obtained from the state university, the play side of the community takes its place in the general Americanization process.

12. Where advisable, have the children prepare to teach their parents simple necessary lessons in English on such matters as buying postage stamps, paying taxes, riding in street cars, and the like.

13. Acquaint all the children with the best American standards of living. Visits to well-kept, average American homes with the right kind of talks and hospitality by American home-makers will have a good influence.

14. Make an effort to have the children carry home important messages of the government. Make them feel that they are messengers of Uncle Sam helping in the great work of government.

15. Encourage only patriotic utterances and practices based on an appreciation of the simple duties and obligations of junior "flag makers" in a great nation.

16. A list of books that will have an Americanizing influence on children when they read in the public library or when they withdraw volumes for home consumption, should be at hand for constant use. The Council of National Defense has already prepared such a list for school use.

17. Study general programs of Americanization, and work out in detail other specific things which will impress children with distinctive American ideals and which will help them to practice the virtues that make for effective citizenship in our democracy.

THE AMERICAN SPIRIT SPEAKS

To the Judge of Right and Wrong
With whom fulfilment lies,
Our purpose and our power belong,
Our faith and sacrifice.

Let Freedom's land rejoice!
Our ancient bonds are riven;
Once more to us the eternal choice
Of good or ill is given.

Not at a little cost,
Hardly by prayer or tears,
Shall we recover the road we lost
In the drugged and doubting years.

But after the fires and the wrath,
But after searching and pain,
His Mercy opens us a path,
To live with ourselves again.

In the Gates of Death rejoice!
We see and hold the good—
Bear witness, Earth, we have made our choice
For Freedom's brotherhood.

Then praise the Lost Most High
Whose strength hath saved us whole,
Who bade us choose that the Flesh should die
And not the living Soul!

—*Rudyard Kipling.*

HIGHER AMERICANISM

The frontier was the great Americanizer. When Englishmen, Irishmen, Germans, and Scandinavians formed the point of a wedge of civilization pushing into the forest, the pressure of common work moulded them into Americans.

The little frontier society, passing a few years from the semi-savagery of the hunting and fishing stage to contemporary civilization, blotted out racial differences. Such coöperative neighborhood undertakings as log-rolling, house-raising, and corn-husking built a common citizenship in doing common tasks.

The foreign colonies of the great cities came with the disappearance of the frontier. As nationalities drew trade, political, and residential lines they built race partitions in our "polyglot boarding house."

Then came the great common task of the war, when we carried the frontier of American democracy overseas.

Our Army the Great Americanizer

The national army became the great Americanizer. It did the greatest common task in history. Men who march, eat, sleep, fight, and suffer the danger of injury and death in a common cause lose sight of race differences.

Fifty nationalities marched away to the Great Crusade and came marching back Americans all.

Americanism is the child of the frontier. It was born of the conquest of a continent. It develops only in a crusade against common difficulties. We need a frontier and a crusade today. Nothing else does the work. Teaching English does not make Americans. Teaching civics is not enough. These only supply the necessary tools for the work of Americanization. They may be misapplied. They have been used for the destruction of Americanism.

It is the frontier, the crusade, the common task that makes us Americans. The frontier is before us. The crusade is calling.

New Frontier Social and Political

Society is advancing. Its problems were never more urgent. Its frontier is now social and political, rather than geographical and primitive. But the call still goes out for frontiersmen, pioneers, crusaders.

Instead of forests, prairies, deserts, and swamps, we must now advance against ignorance, disease, poverty, and injustice. Instead of foreign autocracy, we fight against domestic greed and tyranny.

The immigrant suffers more than his share of these evils today. He is driven to the social frontier where he falls a prey to the predatory beasts of industry. He is housed in the slum. He lives at the bottom of the wage scale. There we leave him to struggle, often blindly, ineffectively, and unaided by the native born.

Yet it is along that way that society advances. There is the great common task that calls for pioneers and crusaders and a common army of American citizenship.

Doing that work in common will make us all Americans.—*Washington Herald.*

WHY MY PARENTS CAME TO AMERICA

"My name is Johnnie D'Agostino.

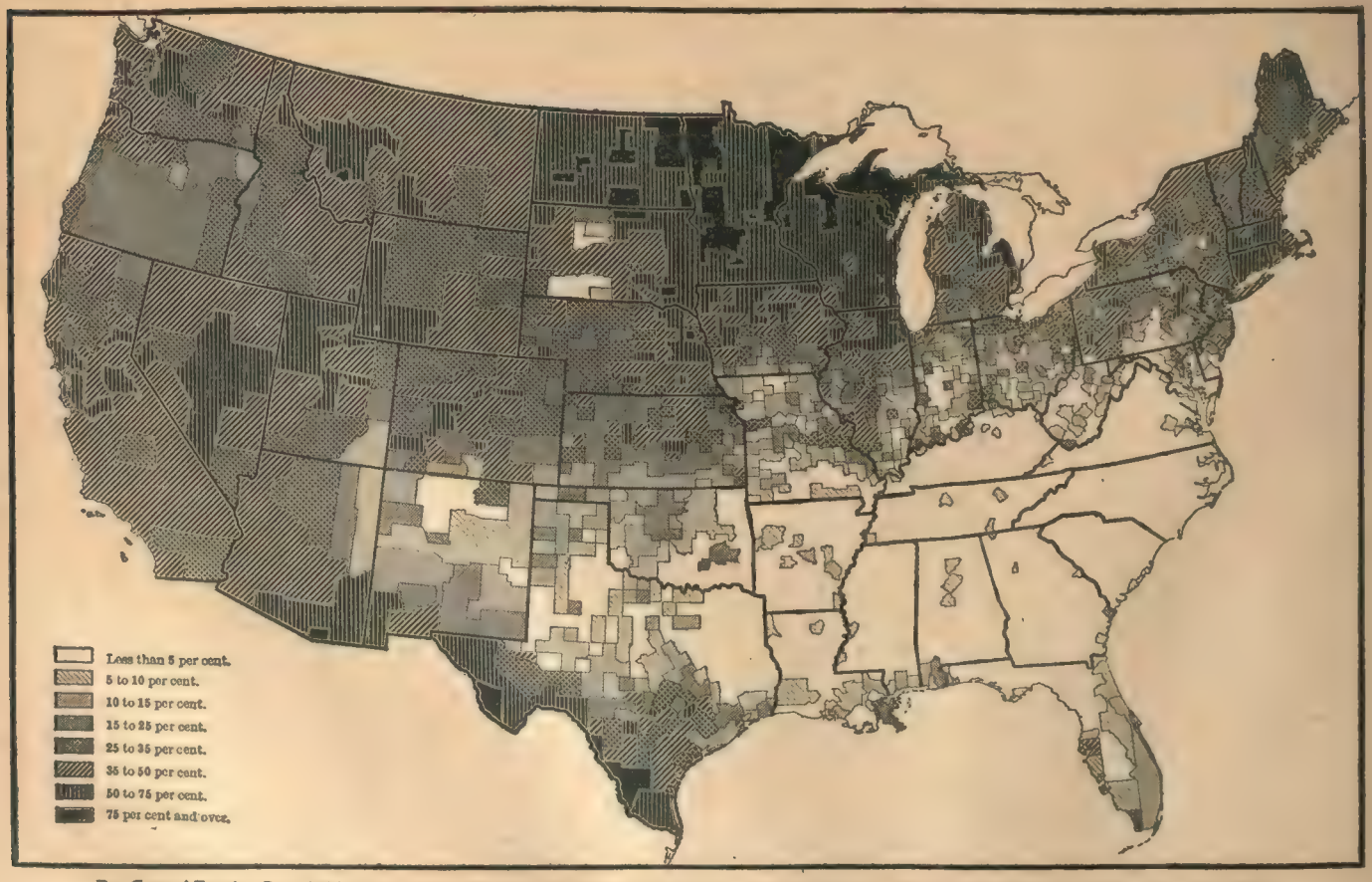
"My parents came from Sicily. When my father first heard of America he wanted to come to this beautiful country. Very soon he came here. After a while he sent for my mother. He came for a good living, good wages, and good schools for his children so they could be educated people.

"Thirteen years after my father came to America, he earned enough money to buy a little house and a little farm. Now he has found that America is a very pleasant place in which to live. He seems very happy. He thinks, and we all think, that America is the best place to live. He is very glad he has come to this country and he hopes to live and die here. America is the best country in the world.

"America, America, I hope I will never, never have to leave. You are the one I love, you are the best on earth."—*Prize Essay on Americanization in the Public Schools of Syracuse, New York.*

SCHOOLS AND THE MAKING OF CITIZENS

The Bureau of Naturalization works through citizenship classes established in coöperation with the public schools in more than 2000 cities. It furnishes free text books to aliens who become candidates for citizenship, and when the course of study is completed the alien receives a handsomely engraved certificate bearing the signatures of officials of the Department of Labor and of officials of the public schools. The bureau seeks to reach foreign-born women as well as men, and to interest them in citizenship, in order that the home may be made American. A part of the text book is devoted to information of value to the housekeeper. Aid in emergencies, Ameri-


Less than 5 per cent.
5 to 10 per cent.
10 to 15 per cent.
15 to 25 per cent.
25 to 35 per cent.
35 to 50 per cent.
50 to 75 per cent.
75 per cent and over.

Per Cent of Foreign-Born Whites and Native Whites of Foreign or Mixed Parentage Combined in Total Population, by Counties, Census of 1910

Proposed George Washington Memorial to be Erected in the City of Washington in Honor of the Nation's Heroes

When told by officials of the Memorial Association of the plans of the proposed memorial which is the outgrowth of those contemplated and set forth in the last will of George Washington, President Wilson, in order to help in this great patriotic enterprise, wrote this note of unqualified approval:

"I have noted with genuine interest the plans of the George Washington Memorial Association for a memorial to the Boys of 1917 as well as those of '76. No one could withhold approval from such plans. They undoubtedly express what the heart of the whole country approves."

can methods of housekeeping, dietaries, and the like are included.

Over Ten Million Resident Aliens

American institutions are endangered by the presence of nearly 10,500,000 unnaturalized aliens in this country, according to Raymond F. Crist, Deputy Commissioner of Naturalization, who declares that such a condition would not be permitted by any other country on the face of the earth.

"For years before the war, immigration was of tremendous volume," Mr. Crist declares. "There are now 17,500,000 aliens in this country, yet barely 6,000,000 have become citizens. Among the unnaturalized millions, comparatively few have any knowledge of or interest in American institutions.

"It is our duty and our necessity to convert this multitude within our gates into loyal American citizens. The task is tremendous; for every ten American citizens, approximately, there is one alien to be brought into the fold.

One Million Seeking Citizenship

"Last year the Bureau of Naturalization received 335,069 declarations of intention to become citizens, and there were 170,000 petitions for naturalization. It must be remembered that the naturalization of the head of a family makes the wife and children citizens as well. There are, of course, many single men, but for the others—assuming that there are five persons to the family—these figures indicate that 550,000 persons are actively taking steps toward American citizenship, and that there are more than 1,000,000, including those who become citizens by the act of the petitioner."

UNIVERSITIES HELP AMERICANIZATION MOVEMENT

University promotion of Americanization is taking many forms. Some universities meet the demand for trained teachers of foreign-born adults by offering special training courses either in institute programs, in summer sessions, or in regular courses. These courses are usually given by persons experienced in dealing with immigrants. The instruction falls under three general heads: facts concerning the racial background of immigrants and their assimiliation; methods of teaching English to foreign-born men in industry and to women in the home; methods of teaching civics.

Public Discussion Leagues

The extension divisions of the universities are especially active in Americanization fields. In addition to holding institutes for the training of teachers and giving correspondence courses in methods of teaching English to immigrants, they offer special assistance such as motion picture films, package libraries, community music and drama, and assistance in community surveys and community center organization. High school and public discussion leagues are maintained for the discussion of current topics of national importance in the following state university extension divisions: Arkansas, California, Colorado, Idaho, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Carolina, North Dakota, Oklahoma, Oregon, South Dakota, Texas, Utah, Virginia, Washington, Wisconsin. Practically all of these extension divisions furnish package libraries on subjects closely related to Americanization.

Community Music and Pageants

Community drama, pageant, and music services are maintained at the universities of Indiana, Iowa, Kansas, Minnesota, Oklahoma, Oregon, Texas, Wisconsin, Nebraska, California, North Carolina. This service generally includes the lending of sheet music, music record, pageant materials, and plays to people throughout the state.

Motion Pictures and Slides

Motion picture films, lantern slides, charts, and various kinds of exhibits are used in the visual instruction services supplied by the universities of Arkansas, California, Colorado, Idaho, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Carolina, North Dakota, Oklahoma, Oregon, Pittsburgh, South Dakota, Texas, Utah, Washington, and Wisconsin.

THE JUNIOR RED CROSS AND AMERICANIZATION

The real essence of Americanization, according to officials of the Junior Red Cross, is the instilling of America's highest ideals of democracy and service into all her inhabitants.

Service on a World Scale

The idea of service on a world scale is the basis of the new peace program of the Junior Red Cross. America's highest ideal of service is exemplified in the announced intention of the Junior Red Cross to bring relief to children in other countries who have undergone the suffering and deprivations of war. This ideal is held up before America's native and adopted children.

Far from being considered "foreigners," those who come from devastated countries are looked upon as representatives of the brave peoples who bore the brunt of democracy's battle. They obtain new dignity in the eyes of their associates. They are Americanized in that they are working for an unselfish ideal which is one of the most admirable products of American democracy.

An Exclusively Human Ideal

"We will teach you our language, institutions, and laws and then you will be Americans," is one way of greeting newcomers to our country. A better way is to say: "We will show you America's ideal of service to all humanity. There is nothing exclusively American about this ideal. It is exclusively human. It is therefore appropriate to America as her heritage from the nationalities that have been fused to make her population."

The Junior Red Cross is working for this kind of Americanization.

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Prepare for the Victory Liberty Loan.

The fate of civilization still hangs in the balance.

Two sterling ideals of true Americanism: Equality of opportunity and the spirit of obligation and service.

Broadly speaking, the problem of Americanization is the problem of education for citizenship. This obviously includes the native-born as well as the foreign-born.

THE SCHOOLS AND THE CHILD OF THE IMMIGRANT

It is not alone through the study of history and civics that the schools may work toward the development of true Americanism. Of at least equal importance are the opportunities afforded by the daily life of the school itself and by the points of contact between the school and the home. The "melting-pot" will do its work best where the children of the immigrant and the children of the native-born study together in the same classes, play on the same playgrounds, compete for the same school distinctions, and coöperate in the same school projects. It will labor under the heaviest handicaps where the schools attended by the immigrant's children are shunned by the native-born. In their conferences with parents, too, the principals and teachers of schools attended by the children of the foreign-born have a unique opportunity to spread the leaven of good-will, courtesy, and fair-play upon which the attitude of the newcomers toward our ideals and institutions will so often depend. What schools and teachers have already accomplished through these informal influences may well be a source of pride and gratification, but it is only a fraction of what might easily be achieved if all teachers should become keenly alive both to their opportunities and to their responsibilities.

AMERICANISM BY CONTRAST

The autocracy of the old Germany and the bolshevism of the new Russia seem on the surface to be diametrically opposed, and yet they have in practice the same tragic results. One reason is that both reflect class-hatred and both employ the same weapons of hate. Autocracy exploited the proletariat and coddled the wealthy and educated groups. Bolshevism is now reversing the process. Americanism, if it means anything that is worthy, must mean what these two forms of misgovernment do not mean. It must mean sympathy and coöperation based upon common knowledge, common aims, and a common understanding. It must mean an equitable sharing of the heavy burdens. It must mean an equal emphasis upon rights and duties. Clearly anything that smacks of terrorism must be banished from American methods of dealing with troublesome problems. In the very "efficiency" of the primitive appeal to emotion and passion lies the greatest peril to our cherished liberties.

A NATION OF THINKERS

What has just been said suggests that a prime problem in educating for American citizenship is to develop upon the widest possible scale the ability and the desire to think clearly and dispassionately. This is not a simple task. It is easier to be swayed by emotion than to exercise self-control through deliberate judgment; and to train boys and girls to think is about the most difficult problem of good teaching. Certain rare teachers of the older order were doubtless past masters of the art; they taught some pupils to think—but at the price of discouragement and failure upon the part of many others. They saw clearly enough the essentials of the process: the need of dependable knowledge, and the constant exercise of independent judgment until the pupil who was fortunate enough to survive the discipline reached the point where to accept without the evidence that carries conviction was to him a deadly sin. It was not easy—either for the pupil or for the teacher; but the method in some selected cases, at least, produced admirable results. Can such results be secured by better and more humane and less costly methods upon the wide scale that the needs of democracy seem imperatively to demand? Upon the ability of the American teacher to solve this problem, not here and there, or with this or that gifted individual, but upon a nation-wide scale with millions of boys and girls, depends the answer to one of the most fundamental questions of democracy.

"WHEN THERE IS PEACE"

"When there is Peace our land no more
Will be the land we knew of yore."
Thus do our facile seers foretell
The truth that none can buy or sell
And e'en the wisest must ignore.

When we have bled at every pore,
Shall we still strive for gear and store?
Will it be Heaven? Will it be Hell?
When there is Peace?

This let us pray for, this implore:
That all base dreams thrust out at door,
We may in loftier aims excel
And, like men waking from a spell,
Grow stronger, nobler than before,
When there is Peace.

—*Austin Dobson.*

AMERICA THE LIBERATOR OF THE WORLD

"America understood that the issue at stake was not only a matter of elementary justice and pity, but that it was still more a question of high duty toward the eternal conscience and morals of mankind. Thanks to her intervention, it will not be declared and taught to our children hereafter that honesty, loyalty, and heroism are only dangerous lies and the stock-in-trade of dupes; that wrong, always and everywhere, is right if it has might to sustain it; and that the only reward permissible here below for duty magnificently performed is a sum total of sufferings, disasters, and death by hunger. An example of iniquity on so immense and triumphant a scale would have dealt a blow to human ideals from which they could not have recovered in centuries. You Americans have not allowed that blow to be dealt, and the future, which belongs to you more than to any other, will never forget it."—*Maurice Maeterlinck.*

THRIFT AND AMERICANIZATION

The Savings Division of the Treasury Department Outlines Broad Program of Thrift Instruction

One of the virtues of a large proportion of the people who come to our shores from other lands is their ability to save money, according to experts in the Savings Division of the Treasury Department. Evidence of this is found in the considerable sums which foreign-born citizens sent to their relatives in the old countries previous to the war and in the large amount of money which they have deposited in the Postal Savings banks during the last two years. In some communities it is estimated that 85 per cent of the money in the Postal Savings banks has been deposited by persons of foreign birth.

Foreigners Bring Habit of Personal Thrift

It may be assumed therefore that our new citizens bring from their experience in other lands the habit of personal thrift. Through their well-grounded habits of thrift and economy our immigrant citizens can do much to increase the demand for their labor in this country.

Government Securities Erase Hyphen

The immigrant American who saves from his earnings to buy Thrift and War Savings stamps immediately becomes a more loyal American. "As an agency for Americanization," recently declared the Honorable Carter Glass, Secretary of the Treasury, "Liberty bonds and, particularly, Thrift and War Savings stamps, have been among the most effective erasers of the hyphen."

Our thrifty immigrants have therefore seized the opportunity to demonstrate their interest in and their loyalty to our Government by the purchase of War Savings stamps from their hard earned savings. It should be remembered, however, that true American thrift does not consist in saving money alone but also in the ability to manage one's personal finances so as to secure the greatest good to one's self and to the nation.

Schools Teach Broader Thrift

In this field of broad thrift instruction for the benefit of those who come to us from across the sea, the American teacher and the American schools have a great work in store. Children born of foreign parents should have the opportunity in our schools to learn how to prepare American food with which they are not acquainted, in order that it may be both economical and wholesome. They should be enabled to learn how to use the conveniences of a modern home, so as to save labor and conserve health. Above all, these children should be allowed to remain in school as long as possible, instead of being sent to the mills or the factories at a youthful age, in order that they may learn some trade or profession. By teaching these elements of a broader thrift in our schools American teachers can contribute in no small degree, not only to the habits of sane saving and investment among our immigrant population but to the establishment of an ever-rising American standard of living.

THE FOUR MINUTE MAN AS AN ACTIVE AMERICANIZER

I am a Four Minute Man. I am the Mouthpiece of Democracy.

I make men THINK. I wield the most potent power of Human Endeavor—THE SPOKEN WORD.

The Blind do not read—the Ignorant cannot read—the Dullard will not read—but ALL MEN must hearken to my message. My appeal is universal—elemental—primitive.

I was a roving shepherd. I came back to my tribe and told of a Far Country, green with pastures. My message reached Abraham. He led his tribe forth and founded a great people—Israel.

Again, I was a Nomad Slave. I returned to my people groaning under the fetters of Pharaoh and told of a beautiful land beyond the desert. My tidings came to the ears of Moses and he led his Chosen People to the Promised Land.

Again, I was a Wandering Monk. To the High and Low, I brought the tale of the Holy Land, suffering under Moslem oppression. My appeal inspired the Great Crusade.

Again, I was a Wayfaring Mariner, spreading strange rumors of unknown lands, beyond the seas. Columbus heard my message—set sail and discovered a New World.

Thus it is, that the destinies of Humanity have been swayed and directed by THE SPOKEN WORD.

Today, my appeal is more compelling—more potent—more nearly universal than ever.

I am a Stoker for The Great Melting Pot. In four minutes, I breathe the flame of pure American patriotism to people of all kinds and creeds.

I am a soldier. I fight German propaganda, intrigue, falsehoods, treachery.

I am a teacher. I set forth lessons in loyalty, duty, thrift, conservation, co-operation.

I am a clarion. I sound the call for men to serve their country. I summon help for the Y. M. C. A. and the Red Cross.

I am a salesman. I sell Liberty Bonds and Thrift Stamps.

I am a preacher. Using the text that all men are equal, I invoke Loyalty, Patriotism, Devotion.

I am a doctor. I give four-minute treatments for disloyalty, un-Americanism, selfishness, laziness. I eradicate apathy and listlessness and instill "pep" and enthusiasm.

I am a lawyer. Before a jury of all races and creeds, I indict old world standards of caste, class distinctions, privileges, and false pride.

I am an efficiency engineer. I plead for the elimination of waste and carelessness and the practice of economy and conservation.

I am an optimist. I have faith in the triumph of Truth and Right over Might and Brute Force.

I am a prophet. I predict the doom of Despotism and Autocracy and the Triumph of Liberty and Democracy.

I am a Lover. I love the Stars and Stripes. I love to think that this Nation under God is having a New Birth of Freedom and that Government of the people, by the people and for the people shall not perish from the earth.

I am the Mouthpiece of Democracy. I make men THINK. I am a Four Minute Man.

—Prize Four Minute Speech of Illinois, by Fred E. Wirth, Chicago.

Rural Schools

AMERICA FOR AMERICANS-TO-BE

Why is America a good country in which to live? What opportunities does America offer to peoples of other lands?

Her Extent of Territory

Compare the area and population of the United States with those of the lands from which children of foreign parentage in the school have come. Compare America and these other lands as to density of population. What difference does this make in agriculture? Where farms must be small, intense cultivation is necessary, machine cultivation is not profitable, and hand labor by men, women, and children is the common method of cultivation. Where population is very dense, even animal labor is prevented.

America's Great Resources

Compare the United States and the children's home lands as to the supplies of coal and iron, the forests, the arable land, the size of their crops of wheat, corn, oats, cotton, wool. Find the average amount of each of these for each inhabitant. What difference do these things make in the work there is for everyone to do? In the rewards that are possible from that work? In the homes and home lives of the people?

Long Coast Line and Many Harbors

Compare the United States and other lands as to coast line and harbors. Recall, or call attention to, discussions before the Peace Conference in Versailles as to ports, open ways to the sea, and control of harbors. Of what value are harbors to a country? How do they affect the people who live in that country?

A Land of Equal Opportunity

To whom do we owe this? First of all to the early immigrants to America—the Virginia colonists who came in 1607, the Pilgrims in 1620, and all the others who later settled the others of the Thirteen Colonies. Where did they come from? Why did they come? Were their reasons for coming the same as those which bring immigrants to our shores today? Compare the conditions they had to face with conditions facing today's immigrants. Compare their love of and desire for freedom with those of our immigrants today.

The Makers of America

How can we learn about all the people who have made America what it is today? Some were soldiers who fought for freedom. Who were our greatest ones? Some were statesmen who made wise laws or were good presidents and governors. Can you name the leading ones? But all the people who have made America cannot be named in any history, however large. For they have been farmers, miners, engineers, road builders, inventors, writers, teachers, business men, and homemakers. Do you know the names of any of these? They are only a few of those who have made America. "The American Republic was established by the united valor and wisdom of the lovers of liberty from all lands."

AMERICANIZING RURAL ADULT IMMIGRANTS

The whole problem of Americanization cannot be solved by making good Americans of foreign-born boys and girls. Somehow the adult immigrant must be reached. In cities, night schools with special teachers are provided. In the country, the rural school teacher is one of the most important agents for this work. What can she do in the limited time at her disposal? Sometimes one thing, sometimes another, but always something.

Establish Friendly Relations

Perhaps the greatest service she can render is through getting acquainted with the homes from which the foreign children come, and establishing friendly relations. These strangers newly arrived in a strange land need sympathetic friendship. There are so many things they do not understand and there are so few persons to whom they can turn with trust and confidence for help and interpretation. Make both parents feel that the teacher is a friend.

Rendering Community Service

Invite these foreigners to school entertainments and public meetings, and be sure to plan some program which they can understand and enjoy. They may not know a word of English. A long lecture or even a program of recitations may mean little to them. But some music, a demonstration of some housekeeping task or of child care, stereopticon views, or a program in which their own children have a part—all have possibilities of meaning or of pleasure for them. "An Americanization program" in the Intermediate Section, is suggestive. Some of the mothers and older sisters and brothers may enjoy singing and dancing with the children in simple festivals. Use leaders among their own people. Perhaps one of them who speaks English can act as chairman of a committee on which others may serve. The best way to make people real members of a community is to enable them to render community service.

Moonlight Schools for Adults

The moonlight schools of the South, organized for the eradication of adult illiteracy, offer another suggestion. If the teacher herself has not time, it may be that she can organize some of the native Americans, men and women, of the community, to offer evening lessons in English to any who will come. The suggestion of child teaching, to be found in the Primary Department, will prove practicable in some cases. Encourage the little children to read their lessons to their mothers, and, with the aid of the pictures, to make clear the meaning of each.

JUNIOR FLAG MAKERS

Boys and girls have had a great share in making the Flag these last two years. They have put into it self-sacrifice, help of the weak, financial strength, and much else. Have a report made of all your school has done to make the Flag what it is today—victorious, honored, beloved.

But when the war is done, and world emergencies are a thing of the past, what can boys and girls do? Sir Robert Baden-Powell, who founded the Boy Scout movement, has said that no matter when the war ends the final victory will come to the nation that twenty years after has the strongest and best trained men and women.

Wounded Soldiers Studying English in a United States General Hospital at Rahway, New Jersey

GOOD CITIZENSHIP ACTIVITIES

Program of Practice in Americanization Outlined Definitely as Result of Successful School Experience

Children may be taught to stand at salute when the flag is raised, to thrill at the sound of the national hymn, to know the deeds of the fathers, and the responsibilities of the good citizen. Unless all this is translated into action through a program of Americanization which provides for real participation in citizenship, no important results need be expected.

The following partial list of activities undertaken by the Junior Civic League of the Lincoln, Nebraska, public schools are suggestive of what is practicable in any community, affording citizenship training of the highest order:

For the School

1. Keeping of school grounds clean and free from paper and rubbish.
2. Campaign against eating of candy and throwing wrappers of same in the buildings and on sidewalks.
3. Protection of school property on the playground and in the buildings.
4. Leveling the playground and filling up low places on school grounds with ashes.
5. Building of cement walk on the school grounds.
6. Planting flowers, trees, and shrubs on the school grounds.
7. Putting up bird houses on the school grounds and in the district.
8. Building extension to boys' work shop.
9. Making home plate and jumping standards.
10. Supervision of games on the playground.
11. Protection of small children on the way to and from school and on the playground.
12. Control of lines at dismissal, or management of dismissal without the formation of lines.
13. Taking charge of the lunch room.
14. Assistance in handling cases of tardiness and misconduct.
15. Keeping a lookout for cases of contagious disease.
16. Collection of general information relative to health or sanitary conditions in the district.
17. Campaign for clean speech.
18. Planning and management of programs, entertainments, plays, athletic rallies, and the like.

For the Community

1. Cleaning up of vacant lots and alleys.
2. Keeping crossings clean.
3. Removing unsightly bill boards.
4. Getting waste paper cans placed in residence districts.
5. Keeping walks, fences, and buildings free from chalk writing and pictures.
6. Campaign against walking across lawns, pulling flowers, writing on walks.
7. Protection of private property against damage.
8. Keeping fresh water in the yards for birds and dogs during the summer.
9. Campaign to exterminate the Tussock moth and save the trees.
10. Helping to build a school garden market.
11. Acting as guides at conventions.

Patriotic Services

1. Folding and preparing letters and circulars for the Council of Defense.
2. Collecting and remaking old clothes for the Red Cross.
3. Organizing campaign for Junior Red Cross membership.
4. Support for French orphans.
5. Making and paying for service flag and securing names for honor roll of the school.
6. Raising and lowering the school flag each day.

Charitable Services

1. Supplying needy families with milk during the school year.
2. Supplying breakfast for family of four children during the semester.
3. Providing wood for needy families.
4. Dressing dolls for poor children in the city.
5. Sending food, clothing, and flowers to crippled orphans or to poor families at Thanksgiving and Christmas.
6. Entertaining the children at the hospital.

DISTINCTIVE AMERICAN IDEALS

The equalization of opportunity, including a socialization of all the best things that have come to any one:

Religious tolerance in practice.
The right of labor to receive adequate reward.
Universal education.
Profound respect for the home as the social unit.
Majority rule with toleration of the rights of the minority.
Freedom of speech and of the press.
The abolition of social, industrial, commercial, or religious caste.
Respect for age, childhood, and womanhood.
National idealism, or the exercise of a national conscience in international relationships.

PAYING AN OLD DEBT

In this war we have been proud to pay the debt which our nation owed to France for the services of Lafayette in the war for American independence. But did you know that we owed another debt, just as old, to Poland for the services of Kosciusko, one of her most patriotic sons?

Kosciusko, a young man of thirty, sailed for Philadelphia when the Revolutionary war began, and joined the American army as a volunteer, rendering services of such conspicuous bravery at Saratoga and in other battles that Washington made him a brigadier, and afterwards, Governor of West Point. He remained in America until peace was signed between the United States and Great Britain, when he returned to his own land.

Early History of Poland

Poland in the sixteenth century was the greatest power in Eastern Europe, and even as long ago as 1000 A.D. was a powerful country, extending from the Baltic Sea to the Carpathian Mountains. It is easy to see that Poland's position was a dangerous one. From early days Germans, Hungarians, and Bohemians had been her foes. In the fifteenth century, Russia grew to be a powerful empire and became a danger on the east and north. About the same time the Turks, having captured Constantinople in 1453, began to threaten on the south. The next three centuries of Poland's history was filled with struggles with one or the other of these nations, which ended in her complete destruction by the close of the eighteenth century.

The Partition of Poland

You have read how Bismarck planned the war which lost Alsace-Lorraine to France. Just about a hundred years before, Frederick the Great laid a plot which in the end lost all of Poland to the Poles. Perhaps you have noticed how much dispute there is in the peace settlements over the ownership of ports. It was a port, the port of Dantzig belonging to Poland, and the basin of the Vistula River at the mouth of which Dantzig lies, that Prussia particularly wanted. So Frederick the Great entered into an agreement with Catherine, Empress of Russia, and with the Austrian King, and, in 1772, each took a part of the territory of Poland.

Twenty-one years later, in 1793, Prussia and Russia seized other portions of Poland. The people, maddened by their great losses, rose under Kosciusko, who ever since his return from America had been living in retirement. The Poles were defeated with great slaughter, and General Kosciusko, badly wounded, was carried a prisoner to St. Petersburg. Two years later the third and final partition of Poland was made. The territory now was all divided between Prussia, Austria, and Russia.

Kosciusko was later set free by the Russian czar. The story goes that the czar offered him a sword as befitting his military rank, but Kosciusko refused it, saying, sadly: "I need no sword, I have no longer any country to defend."

Restoration Under Paderewski

Today, Poland has again become a nation and has chosen for her president the great pianist, Ignace Jan Paderewski.

Just how far her territories are to extend and just what are to be her boundaries is one of the questions to be settled by the Peace Conference in Versailles.

Primary Grades

THE LITTLE CITIZENS' CREED

I am a Little Citizen of the United States and I believe in my country, my school, and my flag. I believe that I can serve my country best by attending school every day and by endeavoring to become intelligent, honest, and efficient.

I believe that my country gives to me the same rights and privileges that she can give to anyone, and that it is my duty to cultivate my talents and to enrich my life in order that I may better serve her interest.

I believe that my flag stands for honor, truth, and justice in all things and that God is with us.—*Mamie E. Thompson.*

PATTERN FOR YOUNG AMERICANS

Here is a description of an American that all boys and girls may make themselves fit into:

1. An American must love liberty.
2. He must know how to use his hands and his brain.
3. He must master the English language.
4. He must honor the United States above all other countries.
5. He must serve his country every day.

No matter whether you were born in America or in Europe—if these sentences describe you, you are really an American.—*Turkington, in "My Country."*

CHILD TEACHERS REDUCE ILLITERACY

A teacher in the Italian section of a large city held regular monthly mothers' meetings. The teacher and the parents had talked freely about the care of children, and especially about hours of sleep, fresh air and lessons. Then the teacher proposed that the mothers learn English and that the children teach them. Many of the mothers agreed to learn. The children were eager to teach their mothers.

Here is the plan of the work as told by Angelo Patri, who is, as his name indicates, the "angel father" of the Italian school children in New York City:

"This was the teachers' plan. Each parent was to have a blank book. The child and the teacher planned the lesson. The teacher wrote it in the blank book. The lessons were very simple like these:

My name is Mary Valentino.
I have five children.
The names of my children are Mary, John, Peter, Rose, and Anna.
I live at 210 East 80th Street, New York.
I live in New Orleans.

"These five were separate lessons. They were not the same for each parent.

"The child and the mother sat down together to study. The child read the lessons. The mother repeated the lessons and then wrote them.

"Here is what Ida, aged eight, said about teaching her mother: 'The first time I had to coax my mother to write her name. She made excuses. I had to help hold her hands. Then she wrote it herself. Now she is glad that she knows how to write her name.'

"Each morning the children bring the lesson book, the home work for the teacher to examine. Before school begins, they gather in clusters to see who has the best book.

"Then the teacher takes each book and goes over the work of the night before and the child stands beside her.

"'One language for America!' repeated the teacher to herself. 'And the children will show the way. They can get the job done where others have failed to do it.'"

AMERICANIZATION POSTERS

The "Little Citizen" poster is suggestive of what the children may do in the way of handwork to express what America means to them. Select simple phrases which children can understand and remember. Here are some good ones: A good American keeps clean; Little citizens keep cheerful; Good Americans are prompt; A good citizen is helpful; Good Americans are kind; Good Americans do their share of work.

WINNING THE CITIZENSHIP PRIZE

"I've something interesting to tell you this morning, children," said Miss Brookes to her tots one morning.

"Oh, I hope it's a once-upon-a-time story," said little Mary.

"Not exactly," said Miss Brookes smiling, "for this story hasn't happened yet. How many of you know Mr. King, our kind neighbor?"

Know him! All eyes were dancing. Hadn't he given them the land for their school playground?

"Well," continued the teacher, "Mr. King will give a handsome American flag to the child who does the most between now and Flag Day to show that he is a good American citizen."

"Whoop-ee! I know what that means!" sang out Billy Burns as soon as he was out of doors. "It's buying Liberty Bonds. My father will buy me a hundred dollar one," he added proudly.

"Pooh! That's not doing it yourself," said Bobby Brown. "It means doing without things, and not eating candy, and buying thrift stamps."

"I think it means helping the Red Cross," said little Myrtle Spring, who had already made three wash-rags for sick soldiers!

"Teacher says being a good citizen means keeping healthy, and walking straight, and coming to school on time, and not being mean to each other, and ——." Rosy-cheeked Molly only stopped because she was out of breath.

One small voice did not join in the chorus. Little Angelo Bonfrisco did not know how to say the English words to tell what he thought "being a little citizen" meant.

Angelo's oldest brother was fighting in Italy. Another brother wore an American uniform, and was fighting for Liberty in France. Since his brothers had gone, little Angelo was kept busy helping his mother who had to work harder than ever before.

How could he earn that flag? He loved the beautiful stars and stripes! He always saluted the flag when it passed in parade. He must win that prize!

When school was dismissed, Angelo lingered.

"Please, teacher, I want the flag," he said.

"Well, let's see," said Miss Brookes encouragingly. "What can you do?"

"Can I learn to talk American?" he asked eagerly.

"Why, yes, I think that is a fine way to show your love for America," she said. "Does your mother speak English?"

"Not vera well," said Angelo.

"I'll help you," said Miss Brookes. "I'll give you a lesson in reading, then you may go home and teach it to your mother. That will help you and her too."

Angelo's mother had to be consulted, but she willingly agreed. And so, day after day, little Angelo was helped to become a better American citizen.

Meanwhile the other children did many things to prove their loyalty. Thrift stamp sales grew amazingly. Little girls and boys presented clean hands and faces and brushed shoes at morning inspection. The janitor said he had never before seen the playground so free from trash and paper.

At last the day arrived when the winner of the prize was to be announced. The children gave the flag salute and sang "My Country," and Angelo recited in clear English "The Star Spangled Banner."

Then the great moment arrived. Every eye was on Mr. King as he arose to announce the winner.

"Children," he said, "I have decided to present two flags this afternoon. One is for the schoolroom because Miss Brookes tells me every child here has done his very best to show his love for his country. The other goes to Angelo Bonfrisco.

There was a moment's silence after Mr. King had finished. Then the children cried: "Hurrah for Angelo! Three cheers for the Red, White, and Blue!"—*L. C.*

Intermediate Grades

DEAR LAND OF ALL MY LOVE

Long as thine Art shall love true love,
Long as thy Science truth shall know,
Long as thine Eagle harms no Dove,
Long as thy Law by law shall grow,
Long as thy God is God above,
Thy brother every man below,—
So long, dear Land of all my love,
Thy name shall shine, thy fame shall glow!

—*Sydney Lanier.*

WELCOMING THE STRANGER

Are you kind to the child who comes to your schoolroom from some foreign land? Put yourself in his place and think how hard it would be for you to go to a school where the language was strange, the children differently dressed, and the customs not at all what you were used to.

There are several ways in which you can help the foreign child get your language. Speak clearly and slowly, take pains to turn your face toward him when you recite. When your seat work is finished, ask permission to name common things about the room and to have him repeat the names. If his clothes are different he will see that for himself, and you will only make it harder by laughing at him. The new land is a great buzzing confusion to him, people are moving rapidly, and there is much that he doesn't understand. Find out the things you think he ought to know about the neighborhood you live in. Get up Saturday walking trips, show him the public buildings in your city, and explain as well as you can what work is done in them. When the summer comes take him to your swimming place and include him in your romps and plays.

Our forefathers came here years ago to find homes in a free land. Every boy who comes now has the right to the same thing.

AN AMERICANIZATION PROGRAM

1. Children from other lands pass across the stage in review before Columbia, an individual from each group carrying a small flag of the land from which he comes.

2. A group of folk songs sung by the children in the different groups.

3. Folk dances in costume, if possible.

4. A two-minute speech by a native-born American based upon classroom composition work.

5. Tableaux showing: (a) America welcoming the stranger. (b) The foreigner contributing to America's strength. In the first America on a chair at the back may be holding out her arms to greet the newcomers. In the second the farmer, the laborer, the student, the professional man, and the soldier each with some symbol of his calling may be working arduously in the shadow of the American flag.

6. A group of favorite American songs. The flag salute.

HOW DO I KNOW WHEN I'M THRIFTY?

How do I know when I'm thrifty?
My muscles are hardy and strong.
I take care of my health, for I know that it's wealth,
And avoid in my food what is wrong.

How do I know when I'm thrifty?
Save my energy, money, and time.
Save steps and save motion, and approve of the notion
To save every penny and dime.

How do I know when I'm thrifty?
I think of the money I spend.
I make it go far, its wasting I bar,
Yet love to share all with a friend.

—*A. W.*

MAKING AN AMERICAN

Near the school. Third grade is out. A group of girls laughing merrily come out of school with books on arms followed by a group of boys.

Scene 1

JOHN. Well, of all queer specimens, the Dago is the worst.

LEE. Just over from sunny Italy.

JAMES. I wonder that they allow him in the school with American children. [*The girls join the group.*]

KATE. Wait until you see his little sister. She is the funniest I ever saw.

SADIE. Sh! Here they come! [*Enter Dago Jo with his little sister, Maria. They are very pale and unhappy.*]

WILLARD. Hello, Dago—speakie English?

JO. [*Shaking his head and clasping his sister's hand firmly.*] No, no!

LEE. I say, where did you get that funny hat? [*Everyone laughs but Jo and little Maria.*]

JO. [*Still shaking his head.*] No, no. Yes, yes.

JACK. Stand up Jo and be a man. [*He broadens his own chest and clasps Jo by the coat.*]

KATE. Hasn't your sister a hat?

JO. [*Defiantly.*] No, no. Yes. [*All laugh again.*]

WILLARD. Say, boys, I bet he doesn't even know who George Washington was. [*Addressing Jo.*] Look here, who was George Washington?

JO. [*Wonderingly.*] Georg-a Washington?

LAWRENCE. Aw, come on boys, don't waste time here, come on let's play.

DORA. I'm going to my music lesson. I'll race you girls to the corner. [*Exit all but Jo and his sister. They watch furtively. Maria begins to cry bitterly.*]

JO. Sh! sh! Maria. [*He puts his arm about her as they sit down on the curb.*]

JO. [*Pointing all about.*] America, Maria. [*He stands up, broadens his chest, takes a long breath.*] Ah, Maria, Georg-a Washington.

Scene 2

Two years later. Fifth grade on the way to school. Enter Jo and Maria, clean, bright, and well.

MARIA. Wait Jo, explain this for me. [*Reads from her book.*] "He was a man of courage."

JO. [*Revealing a library book of the life of Washington.*] Once a big man named George Washington fought a big war to set his country free. One winter he stay at a place called Valley Forge. It was cold, the soldiers were hungry, their feet bled. The British try to get him. He say, "No, my men, we must suffer but we must not yield." Maria, [*stands proudly before her*] George Washington was a man of courage.

MARIA. Oh, I see. [*Enter boys.*]

JOHN. Hello, Jo, reading as usual.

JO. Yes, I know who George Washington is now. [*They all laugh together.*]

JACK. Yes, and Abraham Lincoln, and Ben Franklin, and a few others besides.

JO. Ben Franklin saved for a rainy day. Yes, I know him.

WILLARD. Say, fellows, I'm going to buy a Franklin stamp this evening. See what I found. A pocketbook with five dollars in it.

JO. Whose is it?

WILLARD. I don't know, but finding is keeping.

JO. Franklin would not say to save money that was not your own. He would say that honesty is best.

WILLARD. [*Sheepishly.*] Well, maybe I'll look for the owner.

JAMES. Come on, have a game of ball. [*They play vigorously for a moment when someone lets the ball fly and a crash is heard. The boys all run except Jo. Miss Dunlap, the teacher, appears.*]

MISS DUNLAP. Why, Jo, did you break the window?

JO. I don't quite know, Miss Dunlap. We were playing ball and one of us broke it. I'm ready to pay for it. [*The other boys return slowly.*]

LAWRENCE. Miss Dunlap, Jo must not pay for the window. We were all in it.

MISS DUNLAP. Very well. It is time for

the bell. Come in. [*They get in line and pass in.*]

JACK. You are a brick, Jo.

Scene 3

Two years later. Seventh grade. A group of girls on the stage.

KATE. Do you know what the seventh grade is doing now?

SADIE. Having elections for basketball captain. [*A shout within. Then three cheers.*]

KATE. Here they come. [*Enter Willard, Lee, and John.*]

WILLARD. Jo was elected u-nan-i-mous-ly!

LEE. What was that Mr. Evans said about him? Oh, yes. Jo was never so busy looking out for himself that he forgot others.

MARIA. [*With great delight.*] My grandmother will be so proud!

LEE. We're all proud. [*More shouts. Enter the rest of the boys with Jo on their shoulders.*]

JOHN. Three cheers, boys!

ALL. Hurrah! Hurrah! Hurrah!

JACK. [*Teasingly.*] Now, Jo, make a pretty speech.

JO. Speech? I can't, but I will tell you fellows something. [*They put him*

down.] You made me your captain today, didn't you?

ALL. Sure we did.

JO. Then fellows, I am here to tell you that we will have to work as hard on our team as Abe Lincoln did splitting rails and keep our lessons going at the same time. Are you willing?

ALL. Yes.

JO. And every fellow has to be on the square. [*Nods from all.*] Since you have elected me to be your captain you will have to stand by my orders.

ALL. Certainly we will, Captain Jo.

JO. I'm an American, but you may call me Dago Jo. That's good enough for me.

ALL. Three cheers for Dago Jo. [*They take him up on their shoulders again.*]

JO. [*Laughing.*] And, boys, I know now George Washington. [*Shouts and cheers.*]—*A. W.*

Upper Grades and High School

HOW YOU CAN BECOME A GOOD AMERICAN

1. Learn the English language.

2. Read newspapers printed in America.

3. Learn to do things—eat, live, dress as Americans do.

4. Learn what the American holidays mean and learn why we celebrate these days.

5. Compare the rights and privileges of different groups of people in the United States. Compare the equality of opportunity in industry, business, and education in this country with the conditions in the old country. Compare the administration of government in this country with the administration of government in the old country.

6. As a result of a thorough study of (5) would you rather live in and be a citizen of the United States or a resident and a citizen of your old country?

7. If you answer (6) by saying you would rather live in the United States, you *ought* to do the following *things:*

a. Take out your first citizenship papers and get your final papers at the earliest possible moment.

b. Study the history of this country to find out how it grew from a few small colonies to a nation of over a hundred million, and to find out what are some of the ideal things that our people have stood for and fought for through the years.

c. Train up your children to follow American ways and American ideals, rather than let them keep up, even in minor ways, the thought and ideals of the old home across the sea.

8. When you finally become a citizen you must remember when you vote for officials to vote according to the American ideals. The reason you should study about American ideals is that you may be able to take part in public affairs in such a way as to enable your adopted country to realize these ideals.

9. Finally, when you have become a good American by doing all the things just mentioned, help to make other people who come from across the sea, whether from your own country or some other, good Americans like yourself.

10. This will make our country "safe for democracy." When the United States is safe for democracy, it is certain that the whole world will soon be safe for democracy.

SCHOOLS REACH THE FOREIGN-BORN

Have a plan of work that will reach the interests of every foreigner.

Advertise in the newspapers what the schools are ready to do.

Call upon the clergy to announce to their congregations that the English language and citizenship will be taught in designated schools.

Interest various foreign clubs and societies in your plan. Have them hold public meetings with speeches by representatives of their own race. Urge them to set forth that a knowledge of the English language is essential to life and citizenship in this country.

Ask the librarian of the public library to distribute slips containing an invitation to come to the evening schools, in books loaned to foreign patrons. These slips should be printed in several of the more important European languages. Have similar slips distributed through the foreign school children. Have attractive posters made for use in street cars, factories, and in other places where foreigners congregate. These should show in a simple manner the benefits to be derived from citizenship and a knowledge of the American language.

Boy Scouts may occasionally be asked to distribute printed invitations concerning evening schools.

Volunteer house-to-house visitors might be utilized to induce the women members of the families to attend evening classes.

Special effort should be made to secure the help of patriotic societies, chambers of commerce, civic associations, women's clubs, churches, lodges, Christian associations, and other civic, patriotic, and industrial societies. Ask the employment managers of the local industries to lend a hand by urging their workmen to attend evening classes.

Try to get in touch with the clerk of the nearest naturalization court whereby applicants for citizenship will be referred to the schools for instruction in citizenship. Keep in close touch, also, with the work of the Bureaus of Immigration and Naturalization, Department of Labor.

HIT THE LINE HARD

"What we have a right to expect from the American boy is that he shall turn out to be a good American man. Now, the chances are strong that he won't be much of a man unless he is a good deal of a boy. He must not be a coward or a weakling, a bully, a shirk, or a prig. He must work hard and play hard. He must be clean-minded and clean-lived and able to hold his own under all circumstances and against all comers. It is only on these conditions that he will grow to be the kind of man of whom America can really be proud. In life, as in a football game, the principle to follow is: Hit the line hard; don't foul and don't shirk, but hit the line hard."—*Theodore Roosevelt.*

WHERE AMERICA GOT ITS NAME

In a part of the Alsace front, very near the former battle line, is the little city of St. Die, which you must surely find on the map and never forget, for that is the very place where our own America received her name, according to Dr. Gilbert S. Grosvenor of the National Geographic Society. It is too small to be found on your geography maps, but on the big wall map of Europe you may find St. Die just across the border from Strassburg, toward the south. It is a quaint little old town on the river Meurth, very, very old, for people had been living there 900 years when Columbus discovered America. Just a few years before that, one of the first printing presses had been set up in St. Die.

Soon after Columbus made his first voyage, Amerigo Vespucci sailed the western seas. He returned and wrote letters describing his voyages and calling this land the New World. One of these letters was sent to St. Die, and a professor there published a book and a map on which he marked the new world *America*, "because Americus discovered it." The name spread rapidly throughout Europe, and very soon *America* was on every tongue. Of course there are few copies of this book now in existence, but one of them is in Strassburg. A few years ago a printer in St. Die made some new copies just like the old book.

Now picture the little city among the foothills of the Vosges Mountains, with the shining river running through it. Early in the war it was occupied by the Germans for months, and even after they were forced to retreat, they were so near that shells often fell in the city, killing and wounding the people in the streets.

One day when the printer who printed this new copy of the book was crossing the bridge in the center of the town, a shell struck him, taking off both his legs. He had only time for a word, but he said, "Alas, I shall not now be the first to carry flowers to Strassburg," for he had dreamed of the day when the city that holds the famous book should be once more in French hands. Many buildings in the city have been destroyed, but the very house in which, 400 years ago, the old book is supposed to have been printed, is still standing.

MOBILIZED STRENGTH AND LOSSES OF THE BELLIGERENTS

UNITED STATES AND ASSOCIATED NATIONS

Nation	Mobilized	Dead	Wounded	Prisoners or Missing	Total Casualties
United States	4,272,521	67,813	192,483	14,363	274,659
British Empire	7,500,000	692,065	2,037,325	360,367	3,089,757
France	7,500,000	1,385,300	2,675,000	446,300	4,506,600
Italy	5,500,000	460,000	947,000	1,393,000	2,800,000
Belgium	267,000	20,000	60,000	10,000	90,000
Russia	12,000,000	1,700,000	4,950,000	2,500,000	9,150,000
Japan	800,000	300	907	3	1,210
Rumania	750,000	200,000	120,000	80,000	400,000
Serbia	707,343	322,000	28,000	100,000	450,000
Montenegro	50,000	3,000	10,000	7,000	20,000
Greece	230,000	15,000	40,000	45,000	100,000
Portugal	100,000	4,000	15,000	200	10,000
Total	39,676,864	4,869,478	11,075,715	4,956,233	20,892,226

THE CENTRAL POWERS

Germany	11,000,000	1,611,104	3,683,143	772,522	6,066,769
Austria-Hungary	6,500,000	800,000	3,200,000	1,211,000	5,211,000
Bulgaria	400,000	201,224	152,399	10,285	264,448
Turkey	1,600,000	300,000	570,000	130,000	1,000,000
Total	19,500,000	2,912,328	7,605,542	2,124,347	12,542,217
Grand Total	59,176,864	7,781,806	18,681,257	7,080,580	33,434,443

BEGINNINGS OF REPRESENTATIVE GOVERNMENT

If we go back about four thousand years in the world's history, we find the Israelites living in bondage in Egypt. In due time, Moses was raised up to be the deliverer and leader of his people. After miraculously crossing the Red Sea, the Israelites tarried for a while in the Wilderness of Sinai in their journey to Canaan, the promised land.

While in the Wilderness of Sinai, Jethro, the father-in-law of Moses, visited him. That experienced priest noticed that Moses was overburdened with the government of his people and that he was wearing himself out physically by his arduous toil. Thus far the thought of organization did not seem to have occurred to Moses. Much of his time was consumed with petty affairs and weightier matters were often neglected. Jethro thought he saw the remedy. President Wilson said not long ago: "I want to use every man's brains that I find serviceable." This is the attitude of the really big man. Moses was on the lookout for good counsel and was open to suggestions.

Based on Practice of Moses

Jethro proposed the selection of representative men from among the tribes of Israel to help with the details of the government, Moses himself to act as a sort of supreme judge, before whom only the weightier matters should be brought. The people were organized according to their tribes and families, each tribe having in itself its own proper servants, officers, and judges for minor details. (Exodus XVIII. 13-27.) Of this arrangement some one has said: "This became the basis of Alfred the Great's Saxon constitution, and thus the basis of the constitution of modern England and America"—a government of the people, by the people, through their own representatives. Thus originated representative government on the earth.

Growing Spirit of World Democracy

Since those early days, civil government has been greatly diversified; various forms have existed granting more or less liberty to the governed. This is true also today, but there is a constantly growing tendency toward more self-government, toward World democracy. We in the United States are privileged to live under a government that most nearly approaches the ideal. In a country with a population of approximately one hundred million, it is impossible to have a pure democracy—a government in which every individual may personally help make the laws. So we have a republic, or a representative democracy. We say that the government of the United States is a democratic-republic, a combination of the Federal and State Governments. According to our Constitution, qualified voters elect Senators and Representatives to voice their sentiments in Congress regarding national legislation. The electors in each State send to their State Legislature representatives to legislate on matters of local interest to that State. It is the duty of the citizens of our land to follow the example of Moses and to choose as their representatives "able men, such as fear God, men of truth, hating covetousness."

The true American today will do all in his power "to preserve, protect, and defend the Constitution of the United States"; he will uphold and obey the laws. We want each boy and girl in our schools today to be a true American.—*Celia Erickson.*

RIGHT HABITS OF SERVICE

The great humanitarian appeal of the Junior Red Cross, calling constantly into play innumerable mental and physical reactions, will undoubtedly offer the teacher an opportunity to inculcate in the children attitudes and habits of common living which will result in a quality of citizenship of inestimable value.

Junior Red Cross Peace Program

The purposes of the Peace Program of the Junior Red Cross are: (a) To furnish relief to suffering children throughout the world. (b) To stimulate community activities appropriate to the spirit of the American Red Cross. (c) To develop an international understanding and good will made necessary by the new world conditions resulting from the war. (d) To provide motives for purposeful and useful school activities. (e) To inculcate ideals and habits of service.

THE GREAT WAR
QUESTIONS AND ANSWERS

Readers seeking information on the war are requested to make their questions definite and concise. Naturally questions of general interest will receive first consideration.

What does it cost the government a year to maintain each soldier overseas?

Brig. Gen. Robert Wood, in a hearing on army appropriations, before the House Committee on Appropriations, estimated that the average cost of keeping a soldier overseas is $2000 whether or not the soldier is engaged in active military operations.

What damage was done to human life by German air raids on England?

An official summary of the casualties caused by German airships, airplanes, and bombardments from the sea shows the following among civilians: Killed, 554 men, 411 women, 295 children; injured, 1508 men, 1210 women, 772 children. Three hundred ten soldiers and sailors were killed and 551 were injured. There were 51 Zeppelin airship raids, 59 airplane raids, and 12 bombardments from the sea.

What was America's shipbuilding record for 1918?

According to the official report of the Bureau of Navigation of the Commerce Department, American shipyards in 1918 built 1882 vessels of 2,721,281 gross tons. Of this tonnage all but 124,000 tons represented seagoing ships. The seagoing steel tonnage alone was 1,861,321 tons. The Bureau's report for 1917 showed that American shipyards constructed 1,034,000 gross tons of shipping.

How did America's construction of guns and ammunition compare with that of other associated countries?

According to figures furnished by the Ordnance Department of the Interallied Bureau of Statistics, the total production of machine guns, machine rifles, rifles and rifle and machine gun ammunition from April 6, 1917, to the date of the signing of the armistice, November 11, 1918, was as follows: Machine guns and machine rifles: Great Britain, 181,404; France, 29,238; United States, 181,662. Rifles: Great Britain, 1,971,764; France, 1,416,056; United States, 2,506,742. Rifle and machine-gun ammunition: Great Britain, 3,486,127,000 rounds; France, 2,983,675,000; United States, 2,879,148,000.

How much money did the United States loan to the associated governments in the war, and what amount was loaned to each?

According to Treasury disbursements from April 1, 1917, to December 31, 1918, the cost of the war to the United States exclusive of $2,000,000 normal government expenditures was $22,589,986,000. Of this sum $7,685,000,000 was advanced in cash to various foreign governments. Under authority of Congress, the Secretary of the Treasury with the approval of the President established credits in favor of foreign governments up to December 31, 1918, as follows: Belgium, $252,895,000; Czecho-Slovaks, $7,000,000; Cuba, $15,000,000; France, $2,436,427,000; Great Britain, $4,175,981,000; Greece, $39,554,036; Italy, $1,310,000,000; Liberia, $5,000,000; Rumania, $6,666,666; Russia, $325,000,000; Serbia, $12,000,000. Total credits established, $8,585,523,702.

How many German submarines were in service and what became of them?

The Allies destroyed or captured 202 German submarines during the war. In addition, 14 German submarines were destroyed by the Germans themselves, 10 in the Adriatic and 4 off Flanders. Seven others were interned in neutral countries. One hundred eighty submarines were surrendered to the Allies, and the Germans agreed that 170 others in process of construction should be destroyed.

OUR FOREIGN-BORN AND THE LIBERTY LOAN

Of the 17,000,000 individual subscriptions to the Third Liberty Loan, 7,061,305, or 41½ per cent, were taken by Americans of 38 different nationalities throughout the United States. Our foreign-born subscribed approximately $741,437,000. Although they were not, as a whole, the "possessing class," they produced 17¾ per cent of the total amount subscribed to the Third Liberty Loan.

THE VICTORY LIBERTY LOAN CAMPAIGN

The Victory Liberty Loan campaign will open on Monday, April 21, and will close on Saturday, May 10, according to the official announcement of Carter Glass, Secretary of the Treasury.

According to an Act approved March 3, 1919, the Secretary of the Treasury is authorized to issue notes of the United States to the extent of not over $7,000,000, upon such terms and conditions, and at such rate or rates of interest as he may prescribe. "I have determined," declared Secretary Glass, "that the interests of the United States will best be served at this time by the issuance of short term notes rather than of longer term bonds which would have to bear the limited rate of interest of 4½ per cent." The matter of the rate of interest and exemptions from taxation have not yet been officially announced.

Victory Sooner than Expected

It goes without saying that every teacher in America will do her best to support the Victory Liberty Loan. All know that the best the most optimistic person hoped for last year was that the war might be terminated by the big spring drive this year, 1919. Few really expected the war to end before the summer of 1919, but Uncle Sam started to build an army of 7,000,000 men. He appropriated money enough for airplanes to blacken the German skies. He built factories to make enough poison gas to smother the enemy. He made plans for ships to bridge the ocean and for increased naval strength to nullify the German submarines. The result was a victory much sooner than was even hoped for.

Finish the Big Job

A statistical branch of the War Department estimates that had the fighting continued another six months, 100,000 more American boys would have found graves in Europe. The money that was spent scaring Germany to death is the money we must raise in the Victory Liberty Loan. Every individual in America should be made to feel that he is under obligations to help finish the big job and therefore to buy Victory Liberty Bonds to the extent of his ability.

PACKAGE LIBRARIES ON CURRENT QUESTIONS

The "package library" is a simple little device for bringing facts and opinions quickly to the person who wants to know. It is information done up in a packet by specialists in the extension department of the university or in the state library commission and mailed by parcel post to the citizen who requests it.

It consists of a little bundle of selected, up-to-date authoritative pamphlets, bulletins, clippings from articles in current magazines, typewritten extracts from manuscripts, and other informational material on some subject or question of public interest. If the question is controversial, debatable, then the material is chosen to give the best available facts and opinions on both sides of the subject.

Make Possible Exchange of Opinion

Young persons and old persons in the smallest village or in the most remote country farming district want to check their conclusions on public questions with the advice and opinion of educators, statesmen, and specialists who are supposed to be the best authorities on those questions. To make this exchange of opinion possible and to promote discussion and general understanding of the common problems of the community and nation, no better device has been found than the package library. It takes some of the resources of information and knowledge which are especially available in the great institutions of learning, the universities, to the people, to anybody who desires facts of greatest concern to men and women everywhere.

FOREIGN LANGUAGE PRESS IN AMERICA

Foreign language papers	1575
Total circulation...	10,982,000
German language papers (1917)....	483
Circulation	3,000,000
Italian papers.....	190
Jewish papers.....	156
Circulation	1,500,000
Polish papers.....	97
Circulation	850,000
Spanish papers....	87
Circulation	250,000
Swedish papers....	77
Circulation	700,000
Norwegian and Danish papers..	60
Circulation	446,000

SPECIAL BOYS' AND GIRLS' INDUSTRIAL CLUB NUMBER

NATIONAL

School Service

DIVISION OF EDUCATIONAL EXTENSION, DEPARTMENT OF THE INTERIOR

VOLUME I | WASHINGTON, D.C., APRIL 15, 1919 | NUMBER 16

A BARRIER OF DEATH

Northern Mine Barrage Prevented Enemy Submarines From Leaving Secret Bases for Atlantic Steamer Lanes

Bottling up German submarines while a great army was being transported across the Atlantic was a favorite sport of the American Minelaying Squadron, according to Captain R. R. Belknap of the United States Navy.

Peculiar Undertaking

Captain Belknap gives a vivid account of the laying of the great Northern Mine Barrage, stretching 230 miles from the Orkney Islands to Norway and averaging 25 miles in width. More than 7000 bluejackets and their officers were engaged in the enterprise which involved the laying of over 70,000 mines, which alone cost over $30,000,000.

The mine barrier for blockading channels has been in general use among the navies of the world since our Civil War, declared Captain Belknap in describing the great enterprise, but the submarine mine barrage as typified in the only great undertaking of its kind—that in the North Sea—is, from the standpoint of its scope and the gigantic character of the undertaking, a means of offense peculiar to the world conflict.

Growth of Squadron

When the United States entered the war, the Mine Squadron contained only three mine planters, the San Francisco, the Baltimore, and the Dubuque, the three vessels together carrying only four hundred mines, so that when the project of planting a mine field across the North Sea was taken up, dealing with mines by the tens of thousands, more vessels of larger capacity had to be found and converted into mine planters, and all this had to be done quickly. In five months' time, five more vessels were completed, and after a month's training, sailed for the North Sea. A month later three others followed, making the squadron of ten vessels complete, with a mine-carrying capacity of from 4000 to 5500 mines, what would in former days have been considered sufficient for an enormous mine field. Each ship was fitted with elevators so that all the mines carried on the lower decks could be quickly raised to the launching deck as the planting operation proceeded, thus allowing the ship's entire load to be planted in one unbroken line. A British Minelaying Squadron of four vessels coöperated with the American Squadron, making altogether fourteen allied mine planters at work on the barrage.

The Mine Unit

As it goes overboard, the mine unit is composed of a spherical sheet metal shell about three feet in diameter and about ⅛ inch in thickness, which rests upon a cubical sheet-metal box equipped with four small iron wheels used in launching the mines from tracks aboard the mine layers. The metal sphere is the mine proper. It contains the firing mechanism and a 300-pound charge of tri-nitrotoluol, one of the most powerful explosives known and ordinarily referred to as TNT. This charge

(Continued on page 2)

The Symbol of Boys' and Girls' Club Work in the United States. The Four H's Stand for Head, Heart, Hand, and Health

CHILDREN'S CLUBS AID IN WAR TIME

Industry of American Children Produces Food to Help Offset Children's Suffering in Other Lands

In the year 1918, according to official estimates of club leaders in the Department of Agriculture, more than 2,000,000 boys and girls in the agricultural clubs of the United States placed over $30,000,000 worth of food in the balance against the power whose autocratic aims and acts had set the world at war.

The record for 1917 is very similar although the United States did not enter the war until April 6 of that year, and the clubs could not be instantly adjusted to war-time needs.

What Was Done

In the boys' and girls' clubs of the North and West, in 1918, there were 527,723 members, many of them enrolled in response to Uncle Sam's summons for every American to do his all in backing up our fighters in Europe. These young people grew garden vegetables, corn, potatoes, and other field products; raised pigs, baby beeves, sheep, and poultry; canned and dried surplus vegetables and meat. Meanwhile, they learned through their work the methods they will use when they become men and women. They added to the food stocks of the Nation a great quantity of products whose value is estimated at $12,500,000. In the Southern States 641,177 boys and girls were enrolled in club work as in the North and West. The value of the products for which they were responsible is placed at $15,575,475. The large enrollment in pig clubs, poultry clubs, baby beef clubs, and the uniform full acre units in crop clubs, and one-tenth acre for girls' gardens, account for the financial showing in the South. In the North and West 600,000 boys and girls, enrolled in war garden work, reported the value of their products as $2,000,000. In addition to these there were between 700,000 and 800,000 girls in the Southern States en-

(Continued on page 5)

A BARRIER OF DEATH

(Continued from page 1)

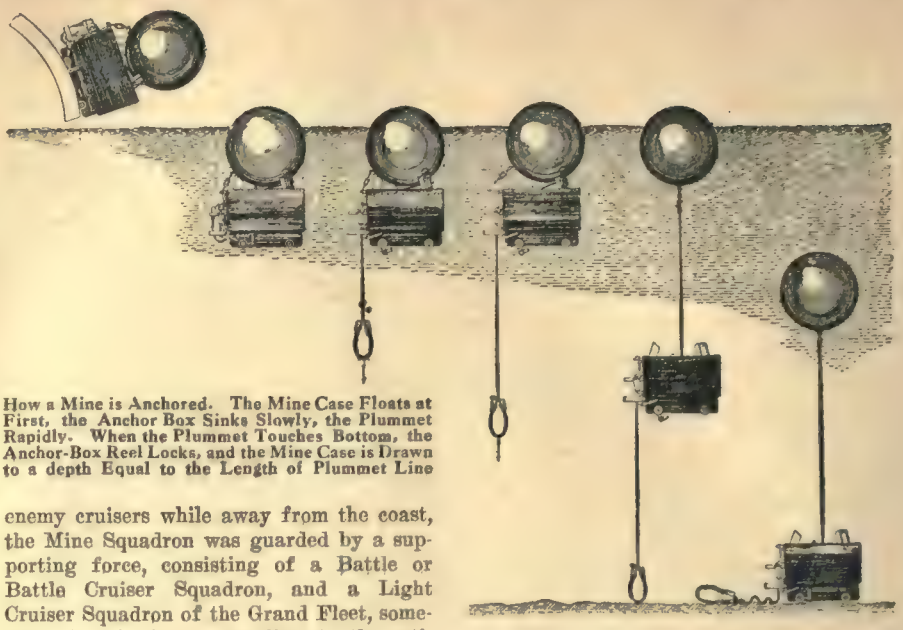
exerts a far greater energy than the propellant used in the huge 14-inch naval rifles which hurled shells to a distance of 30 miles during the Allied offensive that closed hostilities on land. The cubical box is a combination anchor and housing for the mooring gear. It contains a reel of wire rope which connects the mine with its anchor and an automatic "depth-taking gear"—a heavy plummet attached to another reel of cable running out to the side through the metal casing of the box—which insures the mine being moored at the desired distance below the surface.

Supplying the Mine Layers

In the United States, the manufacture of the mines had been going on since December, 1917. The many parts, small and large, going into the makeup of a single mine, were constructed by thousands by different contractors, who delivered them at Norfolk. There the mine spheres were charged with TNT, and, with the other parts, were loaded into mine carrier steamers, managed by the Naval Overseas Transport Service. It required twenty-four of these steamers, running constantly, to keep the ten mine planters supplied with mines. The carriers were small craft, carrying only from 1200 to 1800 mines, so that if one were lost, there would not be too great an interruption of the flow of mines. They were slow, too, and altogether good prey for submarines, one of which did sink, the *Lake Moor*, in April last. Besides the unfortunate loss of 41 of the crew, 3000 mine anchors and other parts went to the bottom. All the other mine cargoes were safely delivered.

Guarding the Squadron

On June 7 the Mine Squadron started on its first mine planting "excursion." On these trips, which lasted usually from 40 to 80 hours, the Squadron was part of the British Grand Fleet. Against submarines, and partly against hostile mines casually placed, the Squadron was screened by an escort of from eight to twelve British destroyers. Against a raiding attack from



How a Mine is Anchored. The Mine Case Floats at First, the Anchor Box Sinks Slowly, the Plummet Rapidly. When the Plummet Touches Bottom, the Anchor-Box Reel Locks, and the Mine Case is Drawn to a depth Equal to the Length of Plummet Line

enemy cruisers while away from the coast, the Mine Squadron was guarded by a supporting force, consisting of a Battle or Battle Cruiser Squadron, and a Light Cruiser Squadron of the Grand Fleet, sometimes by all three, according to the estimated probabilities of attack. It will be readily understood that the way had to be made smooth for the mine planters. As long as it was so, all would go well; but a single, well-placed torpedo or mine, or a few enemy shells, would certainly destroy one vessel and probably all ten of them. Each mine planter carried from 24 to 120 tons of high explosive, a total of nearly 800 tons in the squadron, many times more than the amount that devastated Halifax.

Rapidity of the Work

On the first excursion, June 7, the Squadron planted a mine field 47 miles long, containing 3400 mines, in three hours 36 minutes. Everything went without a hitch. The new mining installations worked perfectly. On this first operation, one ship emptied herself of 675 mines without a single break, one mine every 11½ seconds through more than two hours, the longest series ever planted anywhere.

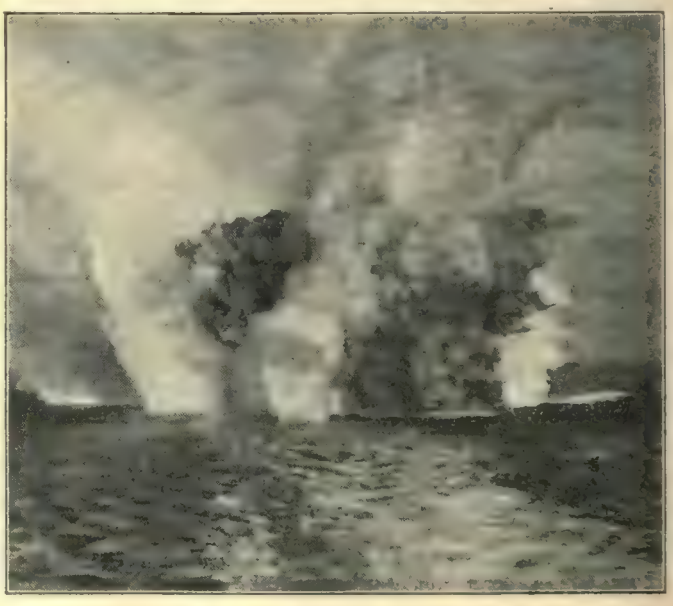
The Barrage Completed

Altogether the American Squadron made fifteen excursions, the British Squadron, eleven; and when the barrage was finished, at the end of October, 70,100 mines in all had been planted in it, of which 56,570 were American. The barrier stretched from off the northern Orkney Islands 230 miles to the coast of Norway, near Bergen. Its width averaged 25 miles, and was nowhere less than 15 miles, more than an hour's run for a submarine. On or near the surface a vessel would encounter from six to ten lines of mines. If a safe course were sought underneath, several lines of mines would be found there equally deep, and, if the submarines went still deeper, mines were ready for them there, too. One touch was enough. There was nothing they dreaded more than mines.

Submarines Destroyed

Early in July, after the second excursion, and before it was half-way across, the barrage began to yield results. From time to time reports would come of submarines damaged or disappearing in that area. From the nature of the case it may never be known definitely how many were actually destroyed there, but the best in-

Mines on the Launching Deck Ready for Laying



A Premature Explosion of a Mine

formation gives a probable ten before the middle of October, with a final total of seventeen or more.

Baiting the German Fleet

In addition to the value of the barrage itself, in keeping the enemy submarines in or from their bases, the mine squadrons were expected to serve as bait, to draw out the German fleet—the Squadron's role being neatly expressed by one high officer as "An important military offensive with a front seat at the Second Battle of Jutland." This ever present possibility and the fact that the working ground lay in the principal thoroughfare of enemy submarines, with attendant incidents of periscope sightings, submarine reports, depth charges, smoke screens, and floating mines, lent spice to the work, which, like the proverbial sporting life, was often hard but never dull. One beautiful evening's serenity was rudely broken by three simultaneous warnings—by semaphore, by radio, and by flashing light from the cruiser support in the haze ahead—against a submarine a few miles distant. The escort leader took no chances, but on the instant turned his destroyers outward, and four heavy, deep explosions, first on one side then four more on the other, shook the Squadron and showed the submarine what it might expect. On every excursion also, during the minelaying, one or more of the mines would occasionally explode fairly close astern. The mines were very sensitive, and no witness of an excursion could retain any doubt as to the fate of a submarine that "luckless dares our silent wake."

With the Straits of Dover closed to the submarine, and with the Northern Mine Barrage presenting a barrier of almost certain death, the ruthless undersea craft were robbed of their prey and the final defeat of the enemy assured. Consequently, this tale of distinctive naval achievement, with its constant dangers and high adventure and with such serious results to the enemy, records an epoch-making development in the history of naval warfare.

Mine Unit, Showing Mine Case and Anchor Box

Courtesy of the National Geographic Magazine

Map Showing Mine Barrage from the Orkney Islands to the Coast of Norway

THE LEAGUE OF NATIONS

A Nation-Wide Straw Vote to Determine Trend of Public Sentiment on the World Compact

In an address in New York City on March 4, the day before beginning his return voyage to France, President Wilson said: "An overwhelming majority of the American people is in favor of a League of Nations."

Editors of Daily Newspapers Favor League

To find something of the drift of public opinion on the League, *The Literary Digest* asked every editor of a daily newspaper in the United States to state his attitude, and, if possible, that of his community on "the proposed League of Nations." Replies were received from 1377 daily papers with a total circulation of 21,005,792, 718 of which vote unconditionally in favor of the League, 478 vote "yes, conditionally," and 181 vote "no."

Results of Popular Straw Vote

The *New York Globe* has for some time conducted a popular referendum vote in response to the following question: "Do you wish the United States to enter a League of Nations to preserve peace?" Similar votes have been taken and recorded by fifteen other newspapers representing various sections of the country. The result of the referendum conducted by these sixteen papers, as reported in the *New York Globe*, April 7, 1919, is as follows: Total number of persons voting "yes," 107,644; total number voting "no," 33,407; total number voting, 141,051.

PEACE HYMN OF THE REPUBLIC

O Lord our God, Thy mighty hand
  Hath made our country free;
From all her broad and happy land
  May praise arise to Thee!
Fulfill the promise of her youth,
  Her liberty defend;
By law and order, love and truth
  America befriend!

The strength of every State increase
  In Union's golden chain;
Her thousand cities fill with peace,
  Her million fields with grain.
The virtues of her mingled blood
  In one new people blend;
By unity and brotherhood,
  America befriend!

O suffer not her feet to stray
  But guide her untaught might;
That she may walk in peaceful day
  And lead the world in light.
Bring down the proud, lift up the poor,
  Unequal ways amend;
By justice, nation-wide and sure,
  America befriend!
By faith and hope and charity,
  America befriend!—*Selected.*

CHILDREN SHARE IN WORLD'S WORK

Boys' and Girls' Clubs With Two Million Members Are Directed by Department of Agriculture Coöperating With Extension Divisions of State Agricultural Colleges

Training children from ten to eighteen years of age to do their share of the world's work while getting the education which best fits them for the duties of American citizenship, is one of the first purposes of the boys' and girls' club movement.

The United States Department of Agriculture, through its State Relations Service, is coöperating with the extension divisions of the State Agricultural Colleges to give intelligent, purposeful direction to the club movement. The Council of National Defense, the Department of Labor, the Bureau of Education, and the Red Cross are among the many nation-wide agencies encouraging reasonable "child work" intelligently directed as distinct from "child labor," which merely exploits childhood. The information concerning the organization and development of children's industrial clubs is provided by the Department of Agriculture as one of its messages to the schools of the country.

ORGANIZING AND DIRECTING CLUBS

The boys' and girls' club work is a part of the extension work in agriculture and home economics conducted by the United States Department of Agriculture in cooperation with the State agricultural colleges.

The National Organization

The States Relations Service represents the United States Department of Agriculture in this work, which is in direct charge of two offices of the Service, the office of Extension Work South, and the Office of Extension Work North and West. The organization of the States Relations Service with reference to the boys' and girls' club work is as follows: States Relations Service, A. C. True, Director; Office of Extension Work South, Bradford Knapp, Chief, O. B. Martin, In Charge of Boys' and Girls' Club Work; Office of Extension Work North and West, C. B. Smith, Chief, O. H. Benson, In Charge of Boys' and Girls' Club Work.

The work in the several States is in charge of a director of extension and a state agent or leader, with headquarters at the State agricultural college, and the county agents and home demonstration agents.

Organizing a Club

Those desiring to learn about the club work or desiring to take part in it should make application first to the county agent or the county home demonstration agent, if there is one. If there is no agent in the county, application should be made to the Director of Extension of the State agricultural college.

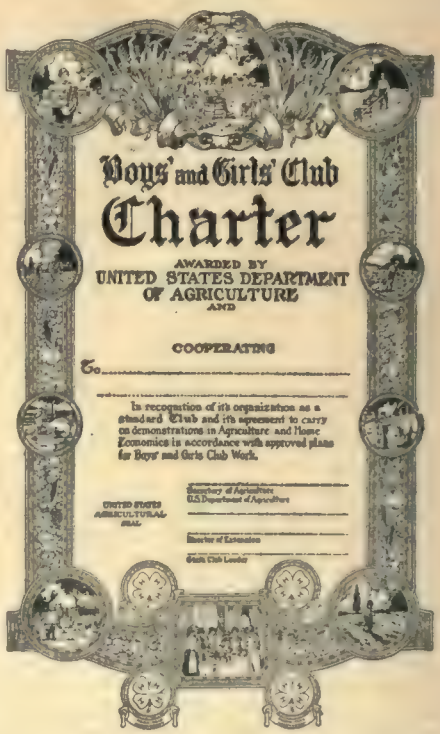
THE PATRIOTISM OF RECONSTRUCTION

The call of patriotism will be heard by the boys' farm clubs and the girls' home clubs in reconstruction as in war. They grew food crops and animals before and during the war. These boys, who had learned to select and develop pedigreed seed and live stock, will renew that work with zest. They realize that the nations, and especially the war zones, need the products of their intelligent enterprises. They have the breeding stock to restore the waste places. These club members will continue to emphasize food, but the ten years of club history in the South has taught them some advanced stages of farming which they are anxious to practice and promote. Boys who began club work ten years ago were successful farmers at the outbreak of the war, but their successors in the clubs will demonstrate that their work was good preparedness for the new day which is dawning.

So with the work of the girls. Long before war was declared they were gardening, canning, preserving, and making bread and butter. They were growing poultry and perennial vegetables and fruits. War simply meant double time, higher speed, and greater devotion. Peace means that these girls will continue to do their part in feeding the hungry world, but they also return to their program of home building. Their activities will turn more and more into home equipment and the beautification of homes and grounds. The mothers will continue to help the girls in the club activities and the daughters will also help the mothers in the development of the home and its environment. This is the full fruition of home demonstration work.—*O. B. Martin, in charge Boys' and Girls' Club Work, Southern States.*

"STANDARD CLUB" CHARTERS

Requirements for a standard club are a membership of at least five working on the same subject; a local club leader in charge; a local club organization with officers; a definite program of work; at least six regular club meetings a year, with records of


Boys' and Girls' Club
Charter
AWARDED BY
UNITED STATES DEPARTMENT
OF AGRICULTURE
AND
COOPERATING
To
In recognition of its organization as a standard Club and its agreement to carry on demonstrations in Agriculture and Home Economics in accordance with approved plans for Boys' and Girls Club Work.

the meetings and the progress of each member; an annual local exhibit; a demonstration team that must give at least one demonstration in the community; 60 per cent of

FOR THE FARMERS AND FARM WOMEN OF TOMORROW

"Who could have anything but praise for work that teaches the farm boys and girls of today how they can be progressive farmers and good housekeepers of tomorrow? The boys' and girls' clubs, organized and directed by county agents under the supervision of the United States Department of Agriculture and the coöperating agricultural colleges in the States, not only do that, but they impress upon their members invaluable lessons of patriotism, industry, and thrift. They are even helping to improve working and living conditions in the cities, and, in this way, they are strengthening the bonds that should always exist between rural and urban communities.

"The junior extension organization must come into contact at many points with the teachers in country and city schools and with the school authorities. It would be helpful if those unfamiliar with the work would inform themselves regarding the phases of club activities which are applicable in their communities. Teachers and school authorities have given unstinted aid in this work for America of the present as well as of the future. The results justify what they have done and justify a continuation of their coöperation."—*David F. Houston, Secretary of Agriculture.*

the members must complete the work and file a report; a judging team must be chosen by competition between the members; an "achievement day" must be held; the club must hold membership in the farm bureau or other county agricultural organization.

When members of a local club in a Northern or Western State have met the first four requirements for a "standard club" they are entitled to receive a club charter, signed by officials of the county and State coöperating agencies and the United States Department of Agriculture. The completion of each full year of work brings a seal to be placed upon the charter.

MAKING FARM AND HOME WORK A GOOD GAME

Boys' and girls' extension work in agriculture demonstrates how to make farming and home-making a practical business, and shows rural young people why they should decline to add themselves to the crowded thousands of the cities.

But the club work is just as important for city boys and girls as it is for those in the country. The rural young people need the club group work because of their isolation from social life and their lack of community leadership; the city boys and girls need it in order that their gangs and cliques, with oftentimes detrimental atmospheres, may be transformed to associations with constructive, creative, and helpful programs through which they may become familiar with America's greatest industry, agriculture, and the fundamental principles of home-making. Club work does not recognize distinctions in the service of boys and girls. Members of both rural and city club groups attend the same club meetings and work together on a common program of work for the improvement of agriculture and home life.

Through organization work, contests and the help of efficient leaders, farm and home work becomes a good game instead of drudgery, and the standards of achievement set by leaders are more easily reached because of the interest, enthusiasm and reinforcement received from this organized effort.—*O. H. Benson, in charge Boys' and Girls' Clubs, Northern and Western States.*

President Jardine, Host of 15 Kansas Club Winners, State Agricultural College, Manhattan

CHILDREN'S CLUBS AID IN WAR TIME

(Continued from page 1)

rolled and doing work in gardening and canning whose reports cannot be separated from reports of over three million women and girls.

Backed War With Money

The members of the boys' and girls' clubs did not restrict their work for the Nation merely to raising or canning products from which they would receive a money return or some other benefit. A large portion of their money receipts were placed immediately in Liberty Bonds or War Savings stamps and thus lost no time in fighting for Uncle Sam. Much money also was contributed to the Red Cross and to other worthy enterprises. The total amount invested by boys' and girls' club members in Government securities or contributed to war relief organizations, if it could be accurately stated, would run well into the millions. As an example, the boys' clubs in 15 Southern States reported that 62,312 of their members had invested in war securities and 88,689 had contributed to the Red Cross in 1917. Oklahoma alone reported that 1616 boys had placed $13,600 in Liberty Bonds, 7454 boys had placed $92,255 in baby bonds, 4736 boys had bought $6963 worth of Thrift stamps, and 22,312 boys had contributed $11,000 to the Red Cross.

A little New England girl, blind in one eye and nearly sightless in the other, grew a garden, and, not satisfied with that, raised a pig. Then she sat down and wrote to Uncle Sam telling him how glad she was to help supply food to win the war.

Making Good Citizens

A group of 195 boys and girls assembled at Lansing, Michigan, and reported with reference to ownership and good citizenship as a result of net profits and achievements in the boys' and girls' agricultural club work for the year 1918. From their savings, earnings, and profits they report the following:

Forty-eight members own Liberty Bonds; 134 own War Savings stamps; 103 have bank deposits; 18 have earned permanent kitchen equipment; 15 own pure-bred pigs; 19 own calves and are planning to enter the dairy business; 8 own sheep; 25 have poultry flocks, pens, houses, and equipment; 69 are now in high school; 68 are planning definitely to go to college to take special courses in agriculture and home economics; 3 have been in club work for four years; 20 have been in three years; 25 for two years.

Champion Iowa Canners

Interstate Championship Canning Team of Nebraska

Winning Illinois Canning Team

PREPARE FUTURE FARMERS AND HOME-MAKERS

To demonstrate through farm boys and girls the most efficient and, in the end, the easiest methods of farming and housekeeping, is the first aim of the boys' and girls' club work conducted by the United States Department of Agriculture and the coöperating agricultural colleges in the States. The club work is not a mere training of future farmers and farmer women; it is a constant demonstration of better methods for the benefit of both father and son, mother and daughter.

Two Million in Clubs

The magnitude to which this work has grown is indicated by the fact that in 1918 more than 2,000,000 boys and girls were enrolled as club members, the great majority of them in rural districts, but an appreciable number in the gardening clubs of cities and towns. This great young army is regarded as one of the surest guarantees that American agriculture, which needed only the war to prove its power and resources, will continue to advance and develop at the same rate of speed as American commerce and manufacturing.

ORGANIZING BOYS' CLUBS IN THE SOUTH

The first step in organizing boys' agricultural clubs in the South is to secure the active coöperation of the extension divisions of the State agricultural colleges through the county agent and county home demonstration agent and the county and community organizations supporting the work.

Championship Fish Canning Team in the Southland

The best results are generally obtained when the following plan is followed in a county:

1. The community club or other organization of farmers and their families who are working to overcome their agricultural difficulties, with the help of the county agent and the county home demonstration agent, decides to help form boys' and girls' clubs in the community as a part of their plan of work. This decision is almost universally reached after conference with county agents, home demonstration agents, or club leaders who propose lines of work designed to assist the community in its general work. A local volunteer leader is generally appointed. This volunteer leader may be a school teacher who is interested, or a young farmer, or some specially trained leader like a former teacher who has married and settled in the community. The school authorities, including the county superintendent, are often deeply interested and extend full coöperation.

2. By the help of meetings, or often through the schools, enrollment is made of boys and girls for the various lines of club work and their names are reported, through the county agent in the case of boys' clubs, and the county home demonstration agent in the case of girls' clubs, to the State Club Agent at the Agricultural College, representing both the Agricultural College and the Federal Department of Agriculture.

Kinds of Work in Clubs

The kinds of work pursued by the boys' agricultural clubs in the South may be divided into two main classes—*Crop Production* including corn, Kaffir corn, milo maize, feterita, cotton, small grains, peanuts, potatoes, and crop rotation; and, second, *Animal Production* including pig, calf, sheep, poultry, and bees. In addition what are known as *Farm Makers' Clubs* have been organized for the benefit of the negro boys with lines of work similar to those for white boys.

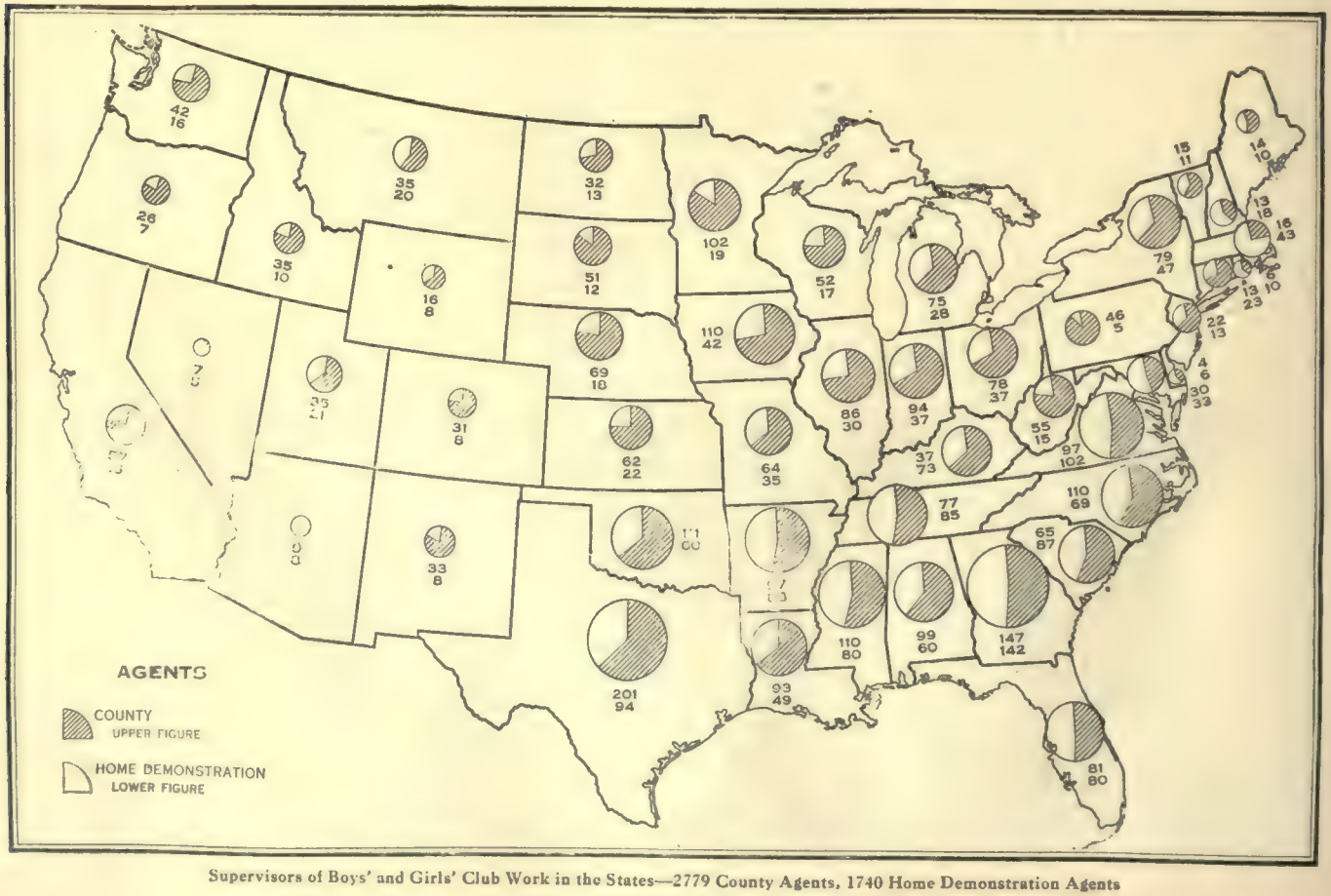
Requirements for Club Membership

The requirements for membership in the clubs should be few and simple.

1. Boys joining clubs and entering contests must be between 10 and 18 years of age on January 1 of any given year.

2. No boy should be allowed to contest for a prize unless he becomes a member of the club and agrees to submit his reports.

3. Members of the clubs agree to study the instructions sent out by the Office of Extension Work South and the extension division of their State agricultural college.



Supervisors of Boys' and Girls' Club Work in the States—2779 County Agents, 1740 Home Demonstration Agents

Watching His Prize Pig Grow

Esther Newby's Champion. Club Judging Sow

Corn Club Boys Learning Seed Selection

CLUB WORK IN SONG

Boys and Girls Put New Words to Well Known Tunes; Tell of Merry Joys of Their Work

The poets and writers of light opera are all wrong when they try to make out that farming is a business wherein the jovial harvesters join hands with the merry villagers and dance around a Maypole, singing roundelays.

Imagine that you are sitting in the shade of an old apple tree in the green fields of Virginia, or Maryland, or of some other state. Down the road come the garden club boys and girls, with spades and rakes on their shoulders, and the light of achievement in their eyes. They are singing, and the strains are the same as in the "Over There" song that went from America to Château-Thierry and back again. Listen:

"Johnnie, get your hoe, get your hoe, get your hoe;
Mary, dig your row, dig your row, dig your row.
Down to business, girls and boys,
Learn to know the gardener's joys.
Uncle Sam's in need, pull the weed, plant the seed,
While the sunbeams lurk, do not shirk, get to work—
All the lads must spade the ground,
All the girls must hustle 'round!"

All together in the chorus:

"Over there, over there,
Send the word, send the word over there,
That the lads are hoeing, the girls are sowing,
The crops are growing everywhere.
Each a garden must prepare,
Do your bit so that all of us can share
With the boys, with the boys
Who will not come back 'till it's over, over there!"

From over the hill another group of boys approaches. You know they are pig club boys, for to the tune of "Row, Row, Row Your Boat" they are singing:

"Grow, grow, grow a pig,
Fatter every day.
Merrily, merrily, cheerily, cheerily,
Half our work is play."

Then come rosy-cheeked girls, all in white aprons and snowy caps. They catch what the boys are singing, and they reply:

"Can, can, all you can,
Can and put it away.
Merrily, merrily, cheerily, cheerily,
Half our work is play."

Close behind them are the sewing-club girls, and now they are singing:

"Sew, sew, sew a seam,
Sew the time away.
Merrily, merrily, cheerily, cheerily,
Half our work is play."

A YEAR'S CLUB PROGRAM

The following outline illustrates a year's work in a boys' and girls' garden club in a northern or western State, and also represents in general a year's work in other kinds of clubs:

The club group is organized, enrolling all boys and girls between 10 and 18 years of age who wish to enter. A local leader and club officers are chosen.

Leaders in Mother-Daughter Club

Regular club meetings are held, usually once a month. The members and leader plan the work for the immediate future.

Between meetings regular visits are made by the leader to the members' garden plots. Occasionally a public demonstration is arranged in a member's garden.

As soon as vegetables are available an exhibit is held in connection with the club meetings.

A club picnic or festival is conducted in the summer. It includes a regularly directed play program, planned definitely in harmony with the club aims.

At the close of the season the best products from the garden of each member are exhibited at a club fair, at which gardening demonstrations are given and judging of products by club members is featured.

The season's work is usually closed with a well-ordered "achievement day" program.

MAKING AND REPAIRING GARMENTS

More than 38,000 members of the 2356 garment-making clubs in the North and West "stitched in time" with the steady advance of the American and allied armies. Besides doing the regular work outlined for the year, the club members made more than 98,500 garments and other articles for the Red Cross and Belgian Relief Organizations. The year's output was 200,222 garments and other articles made; 13,864 garments made over; and 14,109 garments repaired and renovated.

Make Home Pleasant and Comfortable

The work in the garment-making clubs covers a period of four years. The program includes the making of garments, especially those suitable for other club projects such as canning club aprons and garden club uniforms. Making of simple underwear is emphasized. Special attention is given to the making over, care, and repair of clothing. The girls are taught to use the sewing machine, and to keep it in good running condition. The State and county club leaders aim also to teach economy in buying, the value of a well-made article, and correct standards of dress and personal appearance.

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Subscribe for the Victory Liberty Loan.

The final number of National School Service will be issued May first.

BOYS' AND GIRLS' CLUB MOVEMENT

The educational value of the boys' and girls' club movement is none the less because of the emphasis that the clubs place upon productive work and the earning of money. Against "child labor" there has been a merited protest, for child labor is the deliberate premature exploitation of the Nation's most precious resources. But to exclude boys and girls from all participation in productive work would be to deprive them of the kind of experience that will best fit them to "pull their own weight" when the time comes for them to take the oars. The problem is not to keep children away from work, but rather to induct them into it gradually and with an eye single to its educational influence. The boys' and girls' clubs, like the School Garden Army, represent an organized and intelligent effort to solve this problem.

THE WEAKEST LINK

It is generally recognized that the rural and village schools constitute the weakest link in the chain of American education. This does not mean that all rural and village schools are weak. Some of them, indeed, are as robust and efficient as are the best schools of any other type. Nor does it mean that all small and isolated communities willfully neglect their schools, for many of these communities make large sacrifices for the education of their children. But it still remains true that the rural school as a type is pitiably inadequate to the great task that lies before it—a task no less stupendous than the education of more than a majority of the American citizens of the next generation. School efficiency that is at best limited to a relatively few local communities is commendable and gratifying in itself, but it cannot solve the Nation's problem.

THE PROBLEM OF LIMITED LITERACY

Adult illiteracy, of course, is only a rough gauge of educational efficiency or inefficiency. Many of the men and women who are able to meet a "literacy" test remained in school only long enough to learn the merest rudiments of reading and writing. How inadequate is the foundation that this gives for intelligent citizenship is suggested by the results of the psychological and educational tests given in the Army. If these results can be safely generalized, one must conclude that nearly one-fourth of the adult population is only barely "lettered," for the tests showed that nearly twenty-five per cent of the drafted soldiers were unable to write an intelligible letter or read a newspaper intelligently. Again it is likely that a relatively large proportion of this educational deficiency must be charged against the rural schools with their short terms, their poorly paid, untrained, and immature teachers, their meagre supervision, and their general lack of an effective system of compulsory attendance.

ILLITERACY AND RURAL EDUCATION

Nor can it be denied that the educational weaknesses revealed by the experience of the past two years are due very largely to the inadequacy of the rural and village schools. The country is becoming thoroughly aroused to the peril that lies in illiteracy—but it should not forget that adult illiteracy is twice as prevalent in the rural population as in the urban population, and that the permanent elimination of adult illiteracy must await the solution of the rural-school problem. That the proportion of adult illiterates is three times higher among the native-born children of native-born parents than among the native-born children of foreign-born parents is another fact that points to the same inescapable conclusion. The immigrant has settled most numerously in the cities, and in the cities compulsory attendance laws are effectively enforced. Outside of the urban centers compulsory school attendance is far too frequently a "dead letter" requirement. Nor is the problem limited to the "rural" states. An attendance officer in a county not seventy miles from New York City recently remarked that the attendance law of her state could not be enforced in the rural districts of her county—and she added that it would do little good to enforce it, so poor are the schools and so ill-prepared the teachers.

LAND OF OUR BIRTH

Land of our Birth, we pledge to thee
Our love and toil in the years to be,
When we are grown and take our place
As men and women with our race.

Land of our birth—our faith, our pride,
For whose dear sake our fathers died;
O Motherland, we pledge to thee,
Head, heart, and hand through the years to be.—*Rudyard Kipling.*

A BETTER AMERICA DEMANDS BETTER PAID TEACHERS

"Since in all communities, especially small towns and rural districts, the school teacher is the central figure to whom the people look for direction in social and civic affairs, the profession should call to the service of teaching the best informed and best trained men and women in the land. But what incentive is there for well trained minds to enter a service so illy paid as that of teaching?

"If our schools are to become what they must be; if our free institutions are to endure; if they are to be the centers from which ideals of democratic justice and equity shall spring and be brought into action and service; if from them a better citizenship is to arise, the qualifications of the teaching profession must rise accordingly. This, however, cannot be accomplished until the community recognizes the value of the service rendered by the teacher and gives adequate compensation in return for that service.

"It is the duty of every man and woman desiring a better country to do all in their power to arouse public sentiment to this great need."
—*Anna Howard Shaw, Chairman of the Woman's Committee, Council of National Defense.*

SCHOOL CHILDREN HONOR SOLDIERS

Secretary of Agriculture Asks That Arbor Day Be Observed This Year by Raising Living Memorials

Arbor Day takes on a new significance this year.

No better place for tree memorials can be selected than school grounds, especially in rural communities. Many schools in the past year and a half have hung service flags, and now "demobilization of the service flag" exercises are being held.

Honor Heroes of Democracy

Memorial trees in school yards with tablets inscribed with the names of fallen heroes will keep before school children for generations to come the memory of the boys from that community who gave their lives for democracy, and will impress them with the fact that those who die in a common cause earn the right to immortality. The Secretary of Agriculture, David F. Houston, recently sent the following letter on this subject to the Governors of all the States:

"The observance of Arbor Day began soon after the Civil War. A distinguished citizen of Nebraska, who later became Secretary of Agriculture, was the prime mover in securing its recognition within his State, where it first took root; and the board of agriculture of that State on his motion designated the first Arbor Day. From the beginning it has had a civic motive and an association of patriotism.

"Another and greater war has come to its inevitable conclusion. The cause of righteousness, of liberty, of all that Americans hold dear has prevailed. We shall seek many ways to perpetuate the memory of those who made the great sacrifice. The memorials will take many forms. The names of those who have fallen will be perpetuated by costly monuments and inscribed on enduring tablets. Great works that serve the needs of peace also will doubtless be dedicated to them.

"But along with these memorials we can easily discover ways in which we may simply and spontaneously pay our tribute to them. We can keep fresh our memory of what they gave; and we can perpetuate their names in familiar places. It has been happily suggested that we may do this by adorning with young trees, each named for a fallen soldier, our waysides, our yards, and our pleasure places. And in most of our States Arbor Day is at hand. This year we may give to that day a meaning more profound, a purpose more exalted, yet also an association more personal.

Arbor Day Has Deeper Meaning

"I conceive that if the origin of the day be borne in mind, the invitation to our fellow citizens to join in making it a day 'especially set apart and consecrated for tree planting' may appropriately come from this department. I take the liberty, therefore, of suggesting that you commend to the citizens of your State, and particularly to those in attendance upon its schools, such an observance of Arbor Day as will secure a widespread planting of trees, dedicated to those whose lives have been sacrificed in the great struggle to preserve American rights and the civilization of the world."

THRIFT IN INDUSTRY

Savings Division of Treasury Department Shows How Boys' and Girls' Club Work Increases Thrift

Careful estimates made by experts in the employment service of the Department of Labor show that, during the summer of 1918, 200,000 high school boys living in cities, towns, and villages gave up part of their vacations to engage in some form of agricultural work, chiefly that of food production.

To large numbers of these boys this was a novel experience. Few had had the opportunity of earning money by continuous manual work and fewer still had ever worked on a farm.

Group Action and Thrift

Their contribution to the nation's food supply was of great importance, while the permanent influence on the lives of the boys themselves was still more significant. They had learned to practice thrift through industry and service.

The fact that group action and wise direction in farm work trains boys in thrift, business management, and in other serious work of life is shown in the report of an investigation from one of the states in which 30,000 boys are members of agricultural clubs.

Clubs Increase Earnings and Savings

This investigation showed that 69.4 per cent of the club members owned Thrift stamps, and War Savings certificates averaging $19.30 a member. The total of these securities amounted to $382,854 owned by 19,831 boys. In Liberty Bonds 15.4 per cent reported ownership averaging $59.32, or a total of $264,306 for 4532 members. Twenty-six per cent have bank accounts averaging $64.83, and the amount of live stock owned amounts to $65.66 for each member. The achievements of boys of one state are a fair index to their earning, saving, and investing power throughout the nation.

The large number and wide distribution of canning clubs, poultry clubs, and other farm activities in which girls take the leading part add greatly to the organized force of boys and girls in doing the world's work.

Children Work Local Gold Mines

Through pig clubs, canning clubs, and mother-daughter clubs, and similar organizations, young people are learning not only to work their local gold mines but the business economy of team work. Team work for thrift is the program of the national savings campaign, and boys' and girls' clubs of all kinds are one of the nation's strongest forces for promoting thrift. Individual and national thrift might indeed be called the goal of these clubs which encourage their members to earn more by undertaking some industrial activity, to save money for wise uses such as an education, and to invest their money safely as when put into War Savings stamps and Liberty Bonds.

Rural Schools

SCHOOL VALUES OF CLUB WORK

Marcia Allen had taught three years before she discovered the educational possibilities of boys' and girls' club work. During this time her little school with thirty-three daily recitations and its cut and dried procedure had often been a bore to both children and teacher. Then war broke out with the world demand for food, and under the leadership of the county superintendent and agricultural agent every rural teacher in the county pledged to undertake some kind of club work. Marcia, knowing little of calves and less of pigs, finally decided to attempt corn club work and gardening. In preparation she secured helpful literature from the Department of Agriculture and began to investigate the club movement. This study stirred her enthusiasm to such a degree that she could scarcely wait until the time to tell the children of what other boys and girls had accomplished through junior extension work.

School Work Given Definite Purpose

This memorable beginning was made two years ago, and the Green Valley School has been a new place ever since. The fundamental difference lies in the fact that the children now have a definite purpose in much of their school work where none existed before. All the instruction in both agriculture and home economics has centered around club activities in corn-growing and gardening. The preparation and study of the soil, the selection and testing of seed, tillage, the care of crops, the control of insect pests and plant diseases, harvesting, canning, drying, and marketing have arisen as topics for consideration in a natural order determined by the growing of the crops. With these have come questions of measurement and planning, costs, sales, profits, and other garden problems involving arithmetic. Meanwhile corn-growing has been emphasized as a special topic in geography, corn exhibits and booklets have been made, and various industrial processes in the manufacture of corn products have been studied from books and observed in neighboring towns. Penmanship, reading, and language have also benefited from association with club work, through collecting and reading bulletins and making reports of the work.

Wallace Cook, Grand Champion of Delaware

GRAND CHAMPION OF DELAWARE

Of 1202 club members in the State, Wallace Cook of Newark stands out as Delaware's grand champion club member. He has been a club member and a champion winner for the last three years. During this period he won a free trip to Springfield, Mass., twenty-four cash prizes aggregating $129, two silver cups, a silver medal, and a number of ribbons.

Young Cook has closed each year of club work with a championship achievement. In 1916, at fifteen years of age, he won the free trip to Springfield. In 1917 he cleared $183.21 from his corn club acre; and at the State Corn Show, in competition with the best corn growers of Delaware, he won the sweepstakes for the best single ear and the best twenty-ear exhibits. In 1917 he applied his club earnings on the purchase of a pure bred Holstein heifer and a pure bred Holstein calf. He was awarded the Holstein-Friesian championship prize for the best club calf on exhibition at the State Fair, and was also declared State champion of the boy's and girls' pure bred dairy cattle judging contest.

At the Kent County Corn Show he exhibited the best club corn and also won the grand championship prizes for having the best ten-ear and fifty-ear exhibits. His club acre produced 63.4 bushels last year.

AWAKENED AMBITION

One of the most interesting instances of ambition aroused through agricultural club work, according to the men in charge of the work in the Southern States, is that of Sherman Lynch, a negro boy of Edwards, Mississippi. Sherman joined the Farm Makers' Club, a club especially designed for negro boys, in the fall of 1916. As a result of his work last year he was able to deposit $100 in the Bank of Edwards, and with the money as an initial payment he has bought 30 acres of land from his father, bargaining for the tract at $400.

CLUB BOY SUGAR MAKER

A Vermont boy, while sledding one day early last spring, tested a tree with his jack-knife to see if the sap was running. It was, and he became enthusiastic about joining a maple sugar club.

He went to the agricultural teacher in his school, from whom he learned where he could borrow a pan. But he could not get any buckets. However, with his father's help he made some troughs out of basswood in which to collect the sap. The necessary spouts were made of sumac branches.

He worked in a grove of maple trees from the middle of March until the second week in April. In that time, with his crude equipment, he had made 60 pounds of sugar and 4½ gallons of sirup. The boy's father bought a part of his product, giving him a pig in payment. Now through the club work the young man has started in another branch of agriculture.

BOYS' AND GIRLS' CLUB SONG

Sing a song of springtime,
Best of growing weather,
Four and twenty boys and girls
Planning all together.
Poultry clubs and gardens,
Calves and pigs and corn
Make us county boys and girls
Glad that we were born.

Sing a song of summer,
Time to hoe and till,
Four and twenty boys and girls
Working with a will.
Spading, raking, weeding,
Feeding calves and chicks,
When a country boy or girl
Starts a thing, he sticks.

Sing a song of autumn,
Growing time is done,
Four and twenty boys and girls
Sharing harvest fun.
Ears of golden seed corn,
Pumpkins ripe and rare,
Ribbons blue and ribbons red,
Winners at the fair.—*F. W. D.*

FIRST AID TO FUTURE FARMERS AND HOME-MAKERS

Much is heard these days about budget keeping, inventories, double-entry bookkeeping, and the like. Boys and girls in club work learn to keep accurate accounts

from day to day and learn to think of this as a necessary part of their work. In the animal feeding projects, they are keeping records containing such items as cost of feed, cost of hired labor, receipts from sales, or value at end of feeding period, value of club member's time or labor, and profit. Aside from the value of the work to the boy or girl in the work itself, there is a training and an education in the complete and accurate record keeping. This training is helping both sons and fathers in their present day tasks.

CHAMPION BABY BEEF PRODUCER

To Mildred Oelke, of Blue Earth, Minnesota, falls the honor of being the champion baby beef girl in Minnesota and second prize winner for the State. Mildred made her own selection of a grade Angus from her father's herd when the calf was six months of age. She alone fed and cared for the calf, and at the exhibition of the baby beeves from all over the State at St. Paul, Mildred was given second honors.

Mildred's calf "Darkie" was sold at public auction for $231. At the time of sale the calf weighed 1050 pounds. This is not the only achievement of Miss Oelke for the year, for in a letter to the State club leader she says: "I took music lessons and had to practice one hour each day. I helped my father feed all his 150 Poland China pigs and helped my mother get vegetables from the garden for dinner." Mildred invested her prize winnings in Thrift stamps.

TRIUMPHANT FOOD PRODUCER

In the office of the State boys' and girls' club leader at Fort Collins, Colorado, hangs a map of the State fairly covered with little red dots representing boys' and girls' pig clubs. Each dot typifies a red letter event in the history of the boys and girls as well as a material assistance to the Nation in its problem of meeting a world food shortage.

When the boys and girls of 90 communities of Colorado produce in a single year 367,000 pounds of pork worth $89,954.55, there is reason to believe that the total production for the Nation can be maintained at a point where there will be a sufficient supply of pork products available to meet almost any demand.

WAR RECORD BOOKLET

Have you started your school's war history yet? You remember that the Council of National Defense, in a letter printed on page 9 of the issue of National School Service for February 15, asked that each school should coöperate with the National Education Association in an effort to preserve an account of its share in winning the war.

Topics for the Booklet

These are some of the questions your booklet should answer: How many stars on our school's service flag? For whom did they stand? In what lines did our school's soldiers serve the country? Were any of them wounded or killed? What special honors did they win?

What was our community's quota in each Liberty Loan? What was its subscription?

Favorite Canada Thrift Stamp Poster

Is there a Red Cross and a Junior Red Cross organization in our community? How many members has it? What work has it done?

Has our community increased food production for war supply? To what extent?

In what ways has our community been saving? How much saving of food by canning and drying? How much saving of paper? How many Thrift and War Savings stamps has our school bought? What contribution has our school made to United War Work? To other relief work?

Use Suitable Illustrations

These are some illustrations you may want to use: Photographs of soldiers furnished by the community, and of their homes; photographs of war gardens, of exhibits of vegetables and of fruits canned in the school or Community; pictures of the community's Liberty Loan flags and service flag. The service flag may make a good cover design.

Every child should have a booklet of his own to keep, and in addition there should be preserved in the school a copy made of the best stories and pictures produced by the class. When your school's history is written, one copy should be kept in the school library, one in the local public library, and one sent to the National Education Association, Washington, D.C., for deposit in the national archives.

THE SCHOOL COMMENCEMENT OF 1919

This year has brought to American school boys and girls a series of stirring experiences that will never come again in their school lives. They have shared with their elders in waging and winning the war—saved food and money, loaned to their government through the purchase of savings stamps and Liberty Bonds, sewed and knit for Belgian refugees and American soldiers. They have seen the day of victory and have shared in the wild joy that swept the country.

A Distinctive Commencement

Commencement Day this year should be a mile-post in these children's lives. It should summarize the stirring experiences of the year, and focus the attention of children and community alike upon the tremendous significance of the present period.

Planning the Commencement

Suggest this idea to your pupils, and lay before them the question, "What can we do to make our commencement a true record of what the year has meant and a real commencement of the greater things that our school and community may do to make the world a better and happier place?" Then put together your program of four-minute speeches and compositions that tell what the school and community have done this year for world democracy and a better America; recitations, dramatizations, and stories, illustrated with maps or pictures, on the geography and history of the progress of war and of peace; community singing by the whole assembly; and perhaps a short inspiring address on progress for the future by some outside speaker. Also have an exhibit of Red Cross work, booklets, maps, posters, food work, and charts, that will show what the pupils have been doing.

A Coöperative Commencement

Even more in harmony with the coöperative spirit which has welded together every state and section for the past eighteen months would be such a commencement shared in by all the schools of the township, an exhibit from every school, a basket lunch at noon, and the afternoon devoted to a field day and athletic meet, in which a strong emphasis and impetus might be given to the health work which is one of the important lines of our future development.

SUBSCRIBE FOR THE VICTORY LIBERTY LOAN!

Buying and holding Victory Liberty Bonds is the duty of every American!

The American people were glad to support a war for world democracy. They will cheerfully pay for the world peace to follow war. Buy Bonds of the Victory Liberty Loan!

Every child should learn why Uncle Sam wants the Victory Loan.

Every teacher should send to every home the announcement of the Victory Liberty Loan drive. Send the message to every home!

Primary Grades

WHO IS OUR UNCLE SAM?

No one knows exactly when our Uncle Sam came first. Probably it was on a Fourth of July long ago when the Declaration of Independence was signed. No one has ever shaken hands with Uncle Sam, but we know him from the crown of his beaver hat to his old-fashioned shoes. We have only seen his picture or someone dressed up to represent him. But he speaks to us in the greatest word of the land.

We play that Uncle Sam is real and we love and revere him as we do Santa Claus or the fairies. And just as Santa lives in the Christmas kindness of father and mother so Uncle Sam stands for one of the best forces in the world. And so, after all, Uncle Sam is alive, is he not?

SAFETY FIRST CITIZENS

This year has been termed "Children's Year," in the hope that by centering our attention on the strength and safety of young lives, America may have a strong and hardy generation to spring into the ranks of the men that have fallen.

It is really our duty to establish real "safety first" habits and thus help to reduce the number of preventable deaths. Make a list of the things every child should do in order to be a "safety-first" citizen.

YOUR COUNTRY NEEDS YOU

Have you ever seen the picture of Uncle Sam as he points his finger at passersby and says, "Your country needs you?" When you saw it, did it occur to you that it might mean *you?* Well, it does. America needs every boy and girl, but it needs them strong and healthy. Uncle Sam can't use you for all kinds of work if you are crippled. One way to avoid accidents is to obey the "safety-first" rules on the playground, on the street, and at home. Here are some of them:

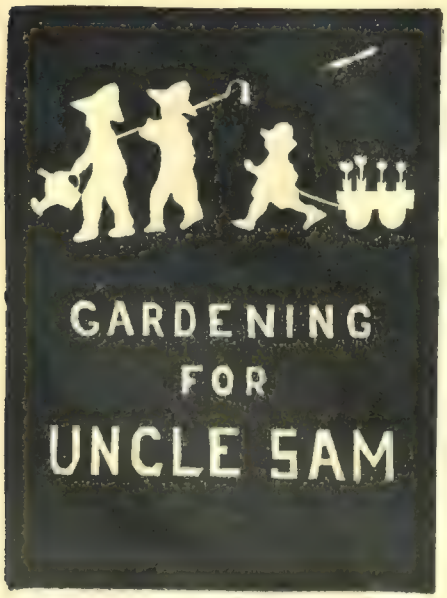
Look up the street and down the street before crossing.

Cross the street at the regular street crossings.

Never "hitch on" to cars or other moving conveyances.

Find a safe place to play.

Stop, look, and listen before you cross a railway of any kind.



HATS OFF! THE FLAG GOES BY!

Do all of the boys in your schools know that they should uncover when the flag goes by? Surely in these days of celebration of a glorious victory, we ought to press home to the hearts and minds of every little American the significance of his country's flag.

During a parade in Boston the other day an American flag fell unnoticed to the ground. Many men and women and even wagons and automobiles passed over it. At last a little newsboy—a lad who could scarcely speak English—spied the flag. He at once darted from the crowd, snatched the flag from beneath the careless, trampling feet, and held it aloft while the watching crowd cheered. A boy like that has the making of a good American citizen.

SAVE YOUR COUNTRY

The following rhyme is taught to school children in some parts of England. It runs somewhat in the same strain as "The House That Jack Built":

"Save the crumb
And you save the loaf.
Save the loaf
And you save the wheat.
Save the wheat
And you save the men.
Save the men
And you save the ships.
Save the ships
On land and sea, and thus you
Save your country."

WHERE CHILDREN NEVER WASH

"Almost time for supper!" called Marjorie's mother.

"I don't want to wash," wailed little Marjorie.

While she sat on the doorstep half-pouting, Blue Eyes, the fairy, Marjorie's best friend, appeared at her side.

"Oh, how you scared me!" said Marjorie.

"But what is the matter?" asked the kind fairy.

"Oh, mother always wants me to wash until I am sick of it," said Majorie. "I wish there was a land where children never washed."

"Oh, ho!" said the fairy. "How would you like to go to such a land?"

"Is there really such a land?" gasped Marjorie in astonishment.

"Take my hand," commanded the fairy, "and we will be there in a twinkling."

The next minute they were standing in the street of a small village.

"Oh! how dirty it smells!" exclaimed Marjorie, gazing about her.

"Come, let's look about us," said the fairy, not heeding Marjorie's remark.

They soon came upon a group of children playing in the street.

"Oh, look!" cried Marjorie in dismay. "What horrid, dirty children!"

"No," said the fairy laughing, "they are only children who live here in the village."

"And they never wash?" asked Marjorie.

"No, never," replied the fairy.

Marjorie turned away in disgust.

The fairy smiled.

"Let's turn in here," she said, pointing to a small cottage that might have been very pretty.

Children with towsled hair and dirty, torn dresses sat playing on the porch.

Marjorie and the fairy passed on into the house. Dust lay thick on everything. Papers and dirty rags lay scattered on the floor. The window curtains were grimy.

Marjorie wondered what her mother would say.

"This is just the place for you," said the fairy to Marjorie. "You can take care of these children."

"But I—I don't think I want to stay," faltered Marjorie.

"What! You don't want to stay?" asked the fairy.

"No," said Marjorie almost in tears, "I don't want to stay here!" Take me home! Please do, kind fairy. I'll never, never pout again when mother tells me to wash!"

"Marjorie! Marjorie! Wake up, child! You'll catch your death of cold out here," cried Marjorie's mother shaking her.

"Oh, mother, I've had the strangest dream," exclaimed Marjorie jumping up.

"Well, you must hurry now," said her mother. "You have barely time to wash before Daddy comes."

No tears now. She was glad she lived in the land where children wash.

Intermediate Grades

A CLUB THAT WORKED

Are you ten years old? If you are, you are eligible for club membership. Clubs are lots of fun for they mean working with other boys or girls to accomplish something worth doing. For information about joining or forming a club see page 4 of this issue.

I know of a bird club which started because the students were interested in a poor little song sparrow that one of them had saved from a prowling cat. They thought it was time to champion the cause of their feathered friends and so with the aid of the teacher, held a meeting, elected their officers, and decided upon monthly meetings which were conducted by the officers upon parliamentary rules. The following outline will show how they worked.

Committees: *Bird Watchmen.* This group arranged Saturday walks to observe birds in their native haunts. *Bird Police.* These friends supervised the small boy in the neighborhood with the sling-shot mania, and attempted to eliminate the prowling cats. *Bird Caterers.* They put up lumps of suet, threw out crumbs, and provided watering places for the birds. They also engaged in a publicity campaign so others would do the same. *Bird Carpenters.* To encourage the birds to nest about the home where they are so useful, this group built attractive bird houses.

Meetings. *Roll Call.* As each child's name was called by the secretary he described a bird for the others to name or gave a bird call for the others to guess. They grew more expert in this as the season progressed. *Papers or Talks.* Here are a few of the interesting subjects given: Why birds are valuable neighbors, How Birds Help Produce Food, How I Saved a Bird Friend, The Orchestra in the Woods, Beautiful feathers, Queer birds, How the Audubon Society grew, Birds of other Countries. *Bird poems.* Birds of Killingworth, Robert of Lincoln, The Throstle. The children looked through their readers for bird poems and picked out bits they particularly liked. Some of the children wrote verses about their favorite birds. *Bird Pictures.* A collection of bird pictures was made and exhibited at one of the meetings. *Bird Party.* At the end of the year they gave a bird party out of doors.

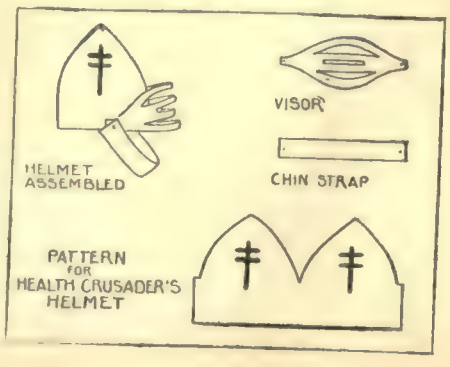
During the year, the members of the club learned how birds helped to increase food production by destroying insect enemies and by devouring weed seed.

GARDEN CLUB STORY

"Ah! How beautiful! How wonderful it is out of doors!" I sighed happily. I was sitting on an old wooden fence watching a man plow Father's large garden. It was a beautiful spring morning. I wished I could live out of doors all the time; then I thought of a happy plan. I jumped down from the fence, and ran to Father. I told him my plan, to which he replied, "Why, of course! That would be fine! I am glad you want to do it."

"It really is a lot of fun," I said to myself after putting my hoe and rake away, for you know the secret was to have a garden of my own. I had just finished hoeing and raking my garden and the next day I sowed my seeds. After my seeds were all up I weeded, hoed, and raked nearly every day. Then when my plants were large enough I thinned them. Toward the end of the summer I had to water my garden, which was quite a task. I was very successful with my garden, and I hope to have one next year."—*Martha H. Crawford.*

The pattern for a health crusader's helmet, to be used on all occasions when the health drive is featured, is very simple and can be easily made in a seat work period. The material is stiff paper, preferably gray, put together with paper fasteners. No paste is needed. The following dimensions make a helmet of correct size for the average intermediate grade child: helmet 22 by 11 inches, visor 16 by 5½ inches, and chin strap 16½ by 2½ inches. After the helmet is cut and put together the insignia of the organization for the prevention of tuberculosis may be painted in red.



MY SOLDIER TREE

The following may be recited at the planting of a tree in memory of some gallant boy who has given his life for his country:

Not with the marble carved, my lad,
Not with a star of gold!
No name in stone, no service flag
Throughout the years will hold.

But here we plant another life
To grow in storm or shine,
This tree with each new birth of leaves
Renews its life from thine.—*A. W.*

A VICTORY LOAN PANTOMIME

This pantomime should be acted with an atmosphere of mystery. The stage is bare except at the back where a camouflaged curtain hangs. This may be made of soft paper. Under the curtain is a Victory Loan poster with these words in large, black type underneath, "I've bought mine. Have you?" The curtain must cover the poster and be so arranged that it can be easily opened or withdrawn.

Episode 1

Enter two girls, cautiously, as if drawn by an unseen magnet. Gradually they move toward the curtain, the corner of which they lift gently, and see what is hidden from the audience. They look at each other surprised and baffled. In a moment they regain their composure and quickly depart, returning immediately with work. One carries a broom and begins to sweep violently, while the other brings in a large basket of darning. Soon their mother enters, looks with approval at the one who sweeps, examines the darning carefully, and takes out a coin for each girl. Bows and thanks are exchanged, after which the mother leaves in high satisfaction. The girls then take out their purses, count their money with this new addition, nod happily and significantly, and skip off the stage.

Episode 2

Enter several boys. Putting their fingers to their lips with a "watch me" expression, they tip-toe to the curtain, peep beneath, show surprise at what is revealed, put their heads together for a conference, and scatter off the stage. In a moment they are back, some carrying papers to sell, one with a flower basket, and others apparently ready for odd jobs. Grown people enter. They buy papers, flowers, and want their satchels carried. The money payment is shown each time. The grown-ups who have apparently come from a train, gradually go away, leaving the stage to the boys, who count their money, chuckle, wink at one another, and disappear.

Episode 3

Enter Mother with a baby in her arms. She seems distressed as if she heard a voice calling and felt impelled to obey. She, too, lifts the curtain. With a maternal caress, she holds her baby high as if to say, "Your future must be provided for." She next examines her purse, is apparently satisfied, and leaves humming a lullaby.

Episode 4

Enter Tired Business Man, yawning, and saunters toward the curtain. He leans against it thoughtlessly for a moment, then

jumps as if stung. With much trepidation he picks up a corner of the curtain. His face is away from the audience, but when he turns one sees that resolution has taken the place of inaction. He puts his cane under his arm, takes a large roll of greenbacks from his wallet, and hurries away.

Episode 5

Enter Lady Fine Fashion, rustling across the stage. Something causes her to halt. She begins to back and, in spite of her efforts, she is brought face to face with the curtain. She reluctantly looks under, is undecided, but at last strips the rings from her fingers, the necklaces from her neck, and departs the way she came.

Episode 6

Enter a group of factory men and boys and girls with their dinner pails. One girl shows a fashion sheet indicating that she will have a dress of a certain pattern. One of the men reads the baseball news and the rest indicate that they expect to go to a game that afternoon. They mimic the catching, pitching, and batting of the ball and exhibit money for the purchase of tickets. Suddenly all stand still as if paralyzed. After several seconds, they all turn slowly and move toward the curtain. The

revelation affects them as it has the others and they go off serious but determined.

Episode 7

A triumphant bugle note is heard. The entire group returns with large envelopes on which is printed "Victory Liberty Loan," concealed from the audience. Each carries a small American flag. Their faces wear the expression of those who do things. Their shoulders are back and their heads high. They form a semicircle on the stage leaving a space where the curtain appears. At another bugle note the figure of Victory with a laurel wreath enters, glides to the curtain, and after an impressive pause of expectation draws the curtain aside, revealing the fifth Liberty Loan poster with the slogan, "I've bought mine. Have you?" - Just as Victory draws the curtain the owners of the bonds in the semicircle draw forth their large envelopes and with one concerted movement hold them significantly toward the poster.—*A. W.*

Upper Grades and High School

THE GREAT WAR IN 1917

United States Enters the War

I. Breaking of diplomatic relations between the United States and Germany. A. Announcement by Germany (January 31, 1917) of the removal of all restrictions on submarine warfare effective February 1, 1917; violation of Germany's pledges; President Wilson hands the German Ambassador, Count von Bernstorff, his passports and recalls Ambassador Gerard from Berlin (February 3, 1917). B. The Zimmerman Note (January 19, 1917); secret German proposition to Mexico to form an alliance against the United States; Mexico to secure Japan as an ally.

II. Armed Neutrality: Announcement by the United States that armed guards would be placed on merchant ships (March 12, 1917).

III. Declaration of War: The President's War Message (April 2, 1917); the war aims of the United States; Congress declares war against Germany, April 6, 1917; against Austria-Hungary (December, 1917); war never declared against Bulgaria and Turkey.

IV. Why Germany thought the United States would not go to war: Americans a peace-loving people; unpreparedness for war; no compulsory military training; German propaganda; distance from Europe; German belief in ability of submarines to prevent transport of troops and supplies.

Achievements of United States in 1917

I. Naval and Military Forces. A. Navy efficient at outbreak of war: Large part of navy under Admiral Sims sent to Europe; coöperation with British fleet; building of torpedo boats and destroyers; the "Eagles." B. Raising an army: (1) Small standing army; (2) volunteers; (3) conscription, "the selective draft"; officers' training camps and huge training camps for privates.

II. Food and Fuel Conservation. A. Short crops all over the world in 1917: Work of the Food Administration: (1) voluntary rationing at first; (2) restrictions on the consumption of wheat, flour and sugar; the use of substitutes; (3) training housekeepers to prepare war foods. B. Shortage of fuel due to inadequate production and transportation: Industries essential to the war granted full amount of coal; supplies to householders and nonessential industries curtailed; heatless Mondays; daylight saving.

III. Speeding up of industries connected with the war. A. Increased production of supplies and munitions. B. Aircraft: Experimentation with engines and parts of airplanes; development of the Liberty Motor. C. Ships: Organization of the United States Shipping Board Emergency Fleet Corporation; its object; development of shipyards; fabricated ships. D. Control of Transportation: Government control of railroads, telephone, and telegraph lines for the duration of the war; seizure of German shipping interned in American ports.

V. Financing the War. A. First ($2,000,000,000) and Second ($3,000,000,000) Liberty Loans—June and November, 1917; oversubscribed 50 per cent. B. War Savings Stamps: Treasury Department authorized the sale during 1918 of stamps to the amount of $2,000,000,000. C. Taxes: Increased income taxes; taxes on luxuries.

VI. Summary: By the end of 1917 the United States had 250,000 men in France, 1,500,000 men in training camps in the United States; supplies and munitions of war were produced in sufficient quantities; engineers were constructing huge ports of disembarkation and bases of supplies in France.

THE WAR IN 1918

The Break-Up of Russia

1. German peace offensive, autumn, 1917. The idea of "no indemnities and no annexations"; its failure in the allied countries; President Wilson's speech to Congress (January 8, 1918); speech later accepted by the Allies as a statement of their war aims.

2. Success of the peace offensive in Russia. Beginning of negotiations at Brest-Litovsk (December, 1917); separation of Ukrania, Finland, Lithuania, Siberia; Republic of Ukrania signs peace with the Central Powers (February, 1917); Treaty of Brest-Litovsk between the Bolshevik Government of Russia and the Central Powers (March, 1918). Roumania makes peace with the Central Powers (spring of 1918).

3. Russia in 1918. The Czecho-Slovaks in Russia; their desire to fight for the allied nations; opposed by Bolshevik, Ger-

GET SOLDIERS JOBS

The number of men needing employment is increasing, owing to the discharge of soldiers from camps and the return of our troops from Europe.

It will be unfortunate if anyone is out of a job. In any event, those who have risked their lives for their country must be the first ones to be taken care of. Boys, girls, and teachers should be on the alert, looking for places for our soldier boys. When a vacancy is located, send the information at once to the nearest local or state agency of the Employment Service of the United States Labor Bureau.

man, and Austrian troops; capture of most of the Siberian railroad and eastern Russia by Czecho-Slovak and anti-Bolshevik troops.

4. Allied intervention. Two expeditions: (1) Landing at Vladivostok of American and Japanese troops to coöperate with Czecho-Slovaks; (2) Landing of small Allied army in northern Russia (Archangle).

The Western Front

1. The spring drive of the Germans. "The Kaiser's battle"; motive—to crush Allies before arrival of American troops; superiority in man power of Germans due to arrival of troops from Russian front; new plans of attack—use of "shock" troops, of "surprise" attacks of enormous artillery preparation.

2. The German advance. Five great drives March 21 to July 15, 1918: (1) The battle of Picardy—in 13 days (March 21-April 1) the Germans by massed attacks wiped out the British and French gains of 1916 and 1917; (2) Attack on the channel ports (begun April 9); (3) German advance to the River Marne, only 44 miles from Paris (begun May 27); (4) Attack west of Soissons (begun June 9); (5) Attack east of Soissons (begun July 15).

3. The turn of the tide. Arrival of the American troops: "Lafayette we are here"; Pershing's offer—American army to be used where needed by British and French; unified American and Allied command under General Foch; by July 18, over 1,000,000 American soldiers in France; Château-Thierry; wiping out of the St. Mihiel salient near Metz; passing of the offensive to the Allies; German retreat beyond the Hindenburg lines; fighting in the open; recapture by British of the Belgian coast and submarine bases; recapture of Lens, Lille, Laon; contemplated German retirement from Belgium and France.

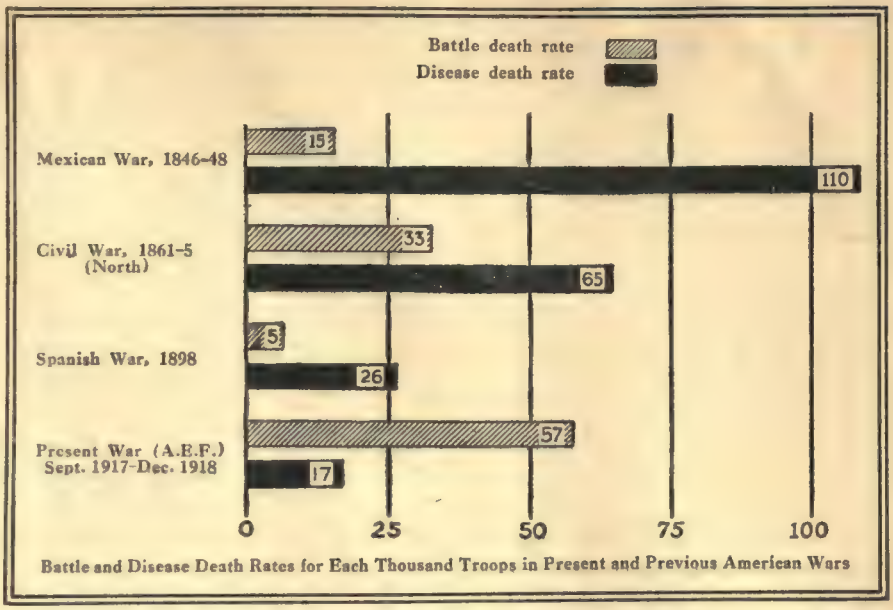
4. The surrender. Overtures by Germany (October 6) to President Wilson—agrees to accept his Fourteen Points and later speeches as basis for negotiations; President Wilson's reply: (1) No armistice until occupied territory had been evacuated or until Germany had accepted such terms dictated by the American and Allied military commanders as would make impossible the renewing of hostilities by Germany; (2) No terms to be discussed with the government of Germany as then constituted.

5. Signing the armistice November 11, 1918. German envoys accepted terms as laid down by General Foch.

War on Other Fronts

1. In the Balkans. Strong offensive of Serbians, Greeks, Italians, British, and French under French General D'Esperey from Salonica against Austrians and Bulgarians; Bulgaria asked armistice (October 30, 1918); results: (1) Broke communication between the Central Powers and Turkey; (2) Destroyed German supremacy in the Balkans; (3) Affected the morale of the civil populations of Germany, Austria, and Turkey.

2. In Syria and Palestine. Capture of Jerusalem by General Allenby (December, 1917); coöperation of Arab and British forces; capture of majority of Turkish army; capture of important cities of Damascus and Aleppo; Turkey signs an armistice (October 31, 1918).



Battle and Disease Death Rates for Each Thousand Troops in Present and Previous American Wars

3. In Italy. Austrian offensive against Italian armies on the Piave (summer of 1918); result: tremendous loss to the Austrians; Italian offensive under General Diaz begun October 24; second battle of the Piave, Austrians routed; armistice signed by Austria-Hungary (November 4).

CLUB WORK AND THE GANG SPIRIT

One of the big things accomplished by boys' club work is the proper direction of the "gang spirit." That spirit is naturally present in every normal boy.

Undirected, the gang spirit is destructive. With a great many gangs, it takes the form of destruction of birds and birds' nests. Properly directed, the "gang spirit" is diverted and becomes constructive.

Club boys learn that many insects are enemies of garden and field crops and that many birds, making war on these insects, are useful allies of the gardener or farmer. In southeastern United States, for instance, they learn that 66 species of birds feed on the cotton boll weevil, 57 on the white grub, enemy of corn and other crops, 128 on wire worms, 55 on billbugs, 24 on the chinch bug, 26 on the spotted cucumber beetle, 100 on leafhoppers, 28 on the sweet potato flea beetle, 26 on the notorious Colorado potato beetle, and so on.

The "gang spirit," instead of being broken, is directed to the protection of birds as allies in the war against destructive insects, and to other helpful activities.

THE RED CROSS

Its purpose: Recall the Geneva Convention of 1854; extension of the work of the Red Cross; American Red Cross Society for relief of suffering because of war or other disaster.

Its funds for war work: Voluntary subscription by the people, June, 1917, $150,000,000.

Its organization: Chapter in every community; auxiliaries in every neighborhood; Junior Red Cross auxiliaries in the schools.

Its work: A. At home: Trained nurses for care of the sick and wounded; knitted garments to keep soldiers warm; furnished surgical supplies; operated canteens to refresh soldiers while traveling or in camp. B. Abroad: Cared for sick and wounded; communicated with relatives of soliders; looked up soldiers reported as missing; sent packages to prisoners; succored the homeless in allied countries.

THE VICTORY LOAN

Much money was spent during the war on ships, food, munitions, pay for our soldiers, and for all other expenses that assured our great Victory over Germany. Now comes the time to "clean up" and to clinch the victory. Food is still needed for our soldiers. Money is needed to pay them and to bring them home. The Government is responsible for many orders for war material that were cancelled, but for which the manufacturers must be reinbursed for the work that was done.

The Treasury Department is leaning heavily on the schools to educate our people in the reasons and the necessity for "cleaning up" and clinching the victory.

A Clean, Clinched Victory

If we put four Liberty Loans over the top, and then let the Victory Loan fail, we can not quite say that our earlier work was useless, but we certainly do not get to the goal that we wanted to reach, a complete, clean, clinched victory.

Plan for the Victory Loan

Do not lose a minute in preparing plans for the Victory Loan drive in the schools. Start the four-minute speech work with the pupils. Arrange meetings to which the parents and friends of the pupils can come and where they can hear good speeches, listen to good singing, and see the children perform patriotic pageants and other exercises. Be sure that every home is given the Victory Loan message through its own children, for, after all, the children are the Government's most faithful and most effective messengers in an emergency.

THE GREAT WAR
QUESTIONS AND ANSWERS

Readers seeking information on the war are requested to make their questions definite and concise. Naturally questions of general interest will receive first consideration.

Who are "alien enemies" as the term is properly used?

The term "alien enemy" is defined by section 4067 of the Revised Statutes of the United States. Prior to April 16, 1918, this section included within its scope males only, but by an amendment approved on that day its operation was extended to include women. Under this section, as at present in force, all natives, citizens, denizens, or subjects of a nation or Government with which the United States is at war, both male and female, who are of the age of fourteen years and upwards, and who are within the United States and not actually naturalized as American citizens, are alien enemies.

Who were the Arditi mentioned in connection with the Italian campaigns?

The "Arditi" were a body of daredevil volunteer Italian soldiers drawn from all parts of Italy, but mostly from Calabria, Sicily, and Sardinia. These troops did not serve in the trenches but were used as "shock troops" wherever an attack was imminent. They were first over the top and the first to grapple with the enemy, using bayonets and knives. The Arditi were divided into the "Red Flames" and the "Black Flames," rival but friendly groups, each seeking to perform greater feats than the other. The word "Arditi" is an Italian word meaning "the bold."

What was the daylight saving act, and who originated the idea?

An act of Congress of March 19, 1918, provided that all clocks should be set ahead one hour at 2 o'clock A. M. on the last Sunday in March, and be set back at a like hour on the last Sunday in October of each year. Benjamin Franklin, it is said, originated the idea but the modern proposal came first from William Willett, an Englishman, who in 1907 published a pamphlet entitled *Waste of Daylight*. Germany adopted the measure in 1916. Within a short time Holland, Austria, Turkey, England, France, Norway, Sweden, Denmark, Italy, Switzerland, Spain, Portugal, and parts of Canada also adopted it.

Just what was the original "Monroe Doctrine"?

The Monroe Doctrine was originally a statement of principles made in President Monroe's famous message of December 2, 1823. The occasion of the utterance was the threat by the so-called Holy Alliance to interfere forcibly in South America with a view to reseating Spain in control of her former colonies there. President Monroe, pointing to the fact that it was a principle of American policy not to intermeddle in European affairs, gave warning that any attempt by the autocratic monarchies of Europe "to extend their system to any portion of this hemisphere" would be considered by the United States "as dangerous to our peace and safety." He said that we could not view "in any other light than a manifestation of an unfriendly disposition towards the United States" the interposition by any European power "for the purpose of oppressing . . . or controlling in any other manner the destiny" of Governments whose independence we had recognized. At the time of the Venezuelan controversy, Secretary of State Olney declared (July 20, 1895) that the "single purpose and object" of the Monroe Doctrine was that "no European power or combination of European powers" should "forcibly deprive an American state of the right and power of self-government and of shaping for itself its own political fortunes and destinies." In a later section of the same message the proposition was also advanced that the American continent was no longer subject to colonization. It is this clause of the doctrine that has furnished much of the basis for its subsequent development.

SCHOOL WORKSHOPS BUZZING

The reëstablishment of homes for several hundred thousand refugees whose beautiful villages were demolished by the invader is one of the most serious problems now confronting the French government, according to officials of the Junior Red Cross.

In the task of rebuilding homes for French refugees, the Junior Red Cross of America is to play a privileged part. While the Red Cross is busy restoring the homes in devastated France, the Junior Red Cross has engaged to supply a part of the necessary furniture.

The Junior Red Cross has recently received an order for 10,000 tables and 30,000 chairs, to be sent to France "knocked down" so that unskilled hands can set them up for immediate use.

Juniors Help Restore Refugee Homes

The work has begun already and first shipments will be made by May 1. The plans are to fill the entire order by the end of the school year.

To each chair and table there will be attached an envelope containing a message of greeting and cheer from the school in which it is manufactured to the refugee who will receive it. This message, written in French, will be accompanied by a card so addressed that the recipient of the article may acknowledge its receipt. Thus 100,000 American boys of the Junior Red Cross will participate in a practical demonstration of eagerness to help the homeless people of France.

MOTION PICTURES FOR YOU

During the war the United States Government spent millions of dollars in making motion pictures. These pictures show the service and sacrifice of those at the front and of those who worked at home.

The War Department alone has thousands of reels and hundreds of thousands of prints of these pictures and every returning ship brings more. These pictures belong to the people. They may be brought to every school, university, college, even to every cross-road school house, and shown free to the people at a nominal cost.

Questionnaires have been sent to 40,000 schools to locate those that have projection machines, and those that do not but have auditoriums or assembly rooms where pictures might be shown. Did you receive one of these questionnaires? If you have not returned it, please do so, and if you did not receive a blank, write for one to the Visual Instruction Section, Division of Educational Extension, Department of the Interior, Washington, D.C.

THE STATES AND CHILD LABOR

"The States and Child Labor" just published by the Children's Bureau of the Department of Labor in coöperation with the Child Conservation Section of the Field Division of the Council of National Defense, is a most helpful summary by states of the child labor laws now on the statute books. The minimum age requirements for wage earning, the number of hours children are permitted to work a week, night work prohibitions, prohibitions of labor in mines and quarries, compulsory school attendance laws, and the conditions under which children are exempted from school attendance, are all set forth in this publication.

Teachers desiring to use the information contained in this pamphlet should send for Children's Year Leaflet Number 13 to the Children's Bureau, Department of Labor, Washington, D.C.

CHILDREN'S YEAR CAMPAIGN

"To save 100,000 babies and to get a square deal for children" was the object of the Children's Year campaign inaugurated a year ago by the Children's Bureau of the Department of Labor and the Child Conservation Section of the Council of National Defense. During the year 11,000,000 women have coöperated in this campaign. The reports of the weighing and testing of 1,619,283 babies are on file with the Children's Bureau. During the year 24 states have employed new public health nurses, 137 new nurses having been reported from 10 of the states. In 15 states, 134 children's health centers to which mothers may go for expert advice have been established.

From 16 states, new playgrounds, swimming pools, and new leisure time activities have been reported. The Back-to-the-School and the Stay-in-School drives are still in progress. Forty-three states and the District of Columbia are actively engaged in the campaign to prevent boys and girls from going to work before they have the training they need for successful, happy lives. A number of communities have provided scholarship funds to enable the children of needy parents to continue their education after they reach the legal working age. At least one such scholarship for each of the 281,000 school houses in the United States is the goal that has been set.

While the results of Children's Year are not fully recorded, the Children's Bureau and the Child Conservation Section of the Council of National Defense have, in this year's campaign, given a permanent stimulus to child welfare movements throughout every section of the United States.

NATIONAL

School Service

DIVISION OF EDUCATIONAL EXTENSION, DEPARTMENT OF THE INTERIOR

VOLUME I | WASHINGTON, D.C., MAY 1, 1919 | NUMBER 17

BOTTLING SUBMARINES

Vindictive's Heroic Work in Directing the Blocking of Submarine Ports at Zeebrugge and Ostend

"Most thrilling and picturesque of the naval operations of the war" was the British naval raid on Zeebrugge and Ostend on the night of April 22-23, 1918. It will be remembered that the Belgian port of Zeebrugge fell into German hands in the Autumn of 1914, with the neighboring port of Ostend. The enemy used these ports as convenient bases for destroyers, submarines, and air craft.

The Plan of Attack

The Germans were building submarines and small war craft at Antwerp and sending them by way of Bruges down the canals to Zeebrugge and Ostend. Especially useful to them was the canal whose mouth at Zeebrugge was protected by a huge, crescent-shaped mole thirty feet high, half enclosing the harbor. After the most careful preparations on the part of the British navy, a naval expedition under Vice-Admiral Sir Roger Keyes, commanding at Dover, aided by French destroyers, undertook to wreck the stone mole at Zeebrugge and to block the entrances to the canals at Zeebrugge and Ostend by sinking concrete-filled hulks of old ships in the channels. Six obsolete British cruisers took part in the attack. They were the Brilliant, the Iphigenia, the Sirius, the Intrepid, the Thetis, and the Vindictive. The first five of these were to be sunk in the channel entrances, while the Vindictive, working with the Daffodil and the Iris, was to storm the Zeebrugge mole. The enemy forces and guns on the mole, with the destroyer and submarine depots and the large seaplane base upon it, were to be attacked to divert the enemy's attention from the block ships.

Though the fighting at Zeebrugge lasted less than an hour, the British lost only 588 men and accomplished the main object of the operation.

Captain Carpenter's Story

Commander Alfred F. B. Carpenter of the Vindictive, who was made Captain for his heroic work, gives, through the Associated Press, the following account of the raid:

"Exactly according to plan we ran alongside the mole, approached it on the port side, where we were equipped with specially built buffers of wood two feet wide. As there was nothing for us to tie up to, we merely dropped anchor there, while the Daffodil kept us against the mole with her

(Continued on page 2)

National Capitol at Midnight, April 5, 1917—Symbol of Democracy and Peace

THE ARMY MENTAL TESTS

Finding the Right Man for the Right Place Scientifically Attempted by Psychological Experts

Testing and classifying a million and a half American soldiers for the jobs that best suited them was the work of expert army psychologists before the signing of the armistice.

The special classification of these soldiers was made by means of the army intelligence tests prepared by a committee of the American Psychological Association and the National Research Council. Before these tests were ordered into general use they were thoroughly tried in four national army cantonments, after which they were revised from time to time to increase their practical usefulness. The tests were made under the direction of the Division of Psychology, Medical Department of the army.

Intelligence Important

Apart from physical fitness, army experts declare, intelligence (not knowledge or amount of training, but quickness of perception) is perhaps the most important single factor in soldier efficiency. While these mental tests do not measure loyalty, bravery, power to command, or the emotional traits that make a man "carry on," experts in psychology believe that in the long run these soldier qualities are far more likely to be found in men of superior intelligence than in men who are intellectually inferior.

Three systems of testing the soldiers were used in order to classify them the most effectively. The Alpha test was a group test for men who read and write English. The material of the test is so arranged that each of its 212 questions may be answered without writing, merely by underlining, crossing out, or checking. It

(Continued on page 6)

BOTTLING SUBMARINES

(Continued from page 1)

nose against the opposite side of our ship. In the fairly heavy sea two of our three gangways were smashed, but the third held, and 500 men swarmed up this on to the mole. This gangway was two feet wide and thirty feet long. The men who went up it included 300 marines and 150 storming seamen from the Vindictive, and 50 or so from the Daffodil. They swarmed up the steel gangway, carrying hand grenades and Lewis guns. No Germans succeeded in approaching the gangway, but a hard hand-to-hand fight took place about 200 yards up the mole toward the shore.

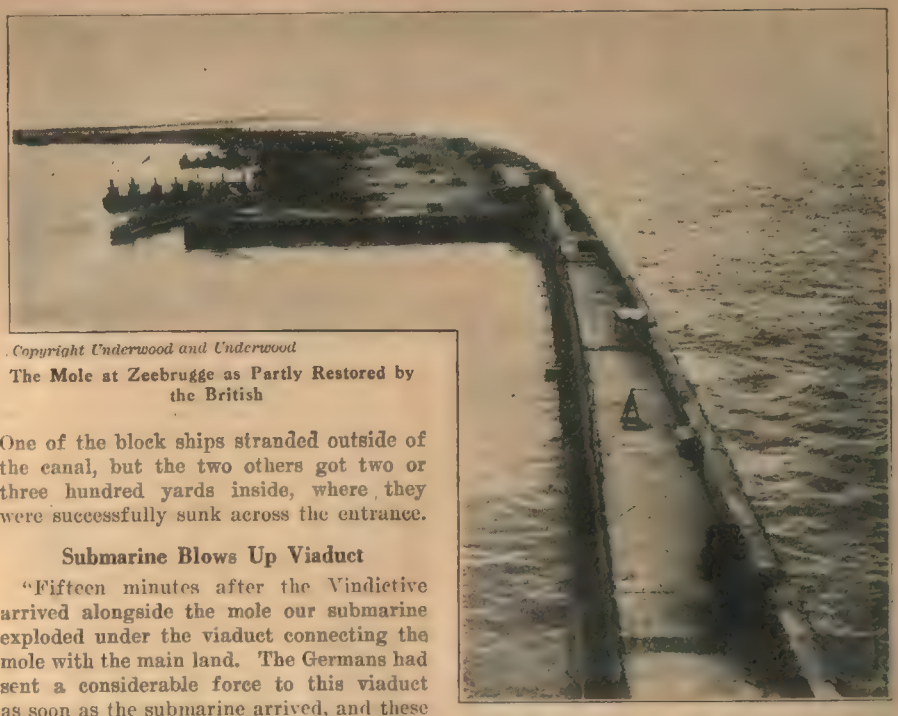
Enemy Shells Destructive

"The Vindictive's bow was pointed toward the shore, so the bridge got the full effect of enemy fire from the shore batteries. One shell exploded against the pilot house, killing nearly all its ten occupants. Another burst in the fighting top, killing a Lieutenant and eight men who were doing excellent work with two pompoms and four machine guns.

"The battery of eleven-inch guns at the end of the mole was only 300 yards away, and it kept trying to reach us. The shore batteries also were diligent. Only a few German shells hit our hull, because it was well protected by the wall of the mole, but the upper structure, mast, stacks, and ventilators showed above the wall and were riddled. A considerable proportion of our casualties were caused by splinters from these upper works.

"Meanwhile the Daffodil continued to push us against the wall as if no battle was on, and if she had failed to do this none of the members of the landing party would have been able to return to the ship.

"Twenty-five minutes after the Vindictive had reached the wall the first block ship passed in and headed for the canal. Two others followed in leisurely fashion while we kept up the fight on the mole.



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The Mole at Zeebrugge as Partly Restored by the British

One of the block ships stranded outside of the canal, but the two others got two or three hundred yards inside, where they were successfully sunk across the entrance.

Submarine Blows Up Viaduct

"Fifteen minutes after the Vindictive arrived alongside the mole our submarine exploded under the viaduct connecting the mole with the main land. The Germans had sent a considerable force to this viaduct as soon as the submarine arrived, and these men were gathered on the viaduct, attacking our submersible with machine guns. When the explosion occurred, the viaduct and the Germans were blown up together. The crew of the submarine, consisting of six men, escaped on board a skiff to a motor launch.

"Early in the fighting a German shell knocked out our howitzer, which had been getting in some good shots on a big German seaplane station on the mole half a mile away. This is the largest seaplane station in Belgium. Unfortunately our other guns could not be brought to bear effectively upon it. The shell which disabled the howitzer killed all the members of the gun crew. Many men were also killed by a German shell which hit the mole close to our ship and scattered fragments of steel and stone among the marines assembling on the deck around the gangway.

Vindictive's Successful Getaway

"Half an hour after the block ships went in, we received the signal to withdraw. The Vindictive's siren was blown, and the men returned from all parts of the mole and thronged down the gangway. We put off after having lain alongside just about an hour. The Germans made no effort to interfere with our getaway other than to continue their heavy firing."

Crews Rescued from Block Ships

One of the most thrilling incidents was the rescue of nearly 200 members of the crews of the block ships sunk at the entrance to the canal. This feat was accomplished under a heavy fire, and the actual transfer of men from block ships to two American-built motor launches was made in less than five minutes.

A Daring Adventure

Sixty to one hundred feet of the viaduct carrying the railroad tracks connecting the main portion of the mole with the mainland was blown up by a coöperating submarine during the attack, as mentioned by Captain Carpenter. A fuller account of this feat is given by Stoker Bendall as follows:

"It was silent and heavy business. We were going full tilt when we hit the viaduct. It was a good jolt, and we ran right into the middle of the viaduct and stuck there, as we intended to do. I don't think anybody said anything except, 'Well, we are here all right.'

"We lowered a skiff and stood by while the commander touched off the fuse and then tumbled into the skiff and pushed off. By bad luck the propeller fouled the exhaust pipe and left us with only two oars and two minutes to get away. The enemy lights were on us, and the machine guns were firing from the shore.

"Before we made 200 yards the submarine went up, and there was a tremendous

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Hull of Vindictive Now Blocking Channel at Ostend

flash and roar, and lots of concrete from the mole fell around us. Luckily, we were not struck."

Attacks on Ostend

The attempt at Ostend on the same night was unsuccessful, owing largely to a shift of the wind. A second attempt to close the Ostend harbor was made on the night of May 9-10, when the battered old Vindictive itself filled with concrete was sunk at the entrance to Ostend channel. The British Admiral reported that the sunken ship would render the harbor useless except for very small craft.

With the naval bases at Ostend and Zeebrugge practically destroyed, and with the rapidly constructed Northern Mine Barrage penning the submarines in the North Sea, it soon became evident that Germany's "ruthless submarine warfare" was powerless to prevent the allied movement of troops and supplies.

HOW THE "TANK" GOT ITS NAME

Among the mechanical inventions brought out during the European war, perhaps the most interesting one is the "tank," the ponderous "land battleship," or self-propelling, movable fortress. Designed for the use of land fighting, in reality it was developed by the British Admiralty; and later, after its possibilities were demonstrated, was adopted by the General Staff of the British Army.

The principle underlying the development of tanks was covered in a patent on portable tracks for wheel carriages taken out by Richard Edgeworth in 1770. The forerunner of the present type of tank is found in a farm tractor patented in the United States in 1888, and known as the "Batter" tractor.

The building of the first machines was carried on with the strictest secrecy. The workmen were not permitted to know for what purpose they were being built; in fact, the men were given to understand that the machines were intended for carrying water. All official correspondence and records referred to them as "water carriers." The English, like Americans, are given to the use of abbreviations and nicknames, and in due time the "water carrier" came to be known as "tank" among the men.

From The New York Times

Illustration Showing the Plan of Campaign at Zeebrugge

A GERMAN BATTLE HYMN

A Production Showing German Military Ideals and an Extreme Attempt to Keep Up Army Morale

"Son of Germany in arms: Forward! This is the hour of joy and glory.

"Oh, our artillerist, thy powerful cannon, thine invulnerable brother, calls thee; was it not made to renew the world?

"Oh, our riflemen, behold; thou art the force that wins; wherever thou penetratest is Germany!

"Oh, our cavalrymen, spur, attack, overthrow! let thy will spur on thy horse like a winged victory. That cowardly flesh [the Italians] is made to manure the fields, which shall be thine and thy sons'.

"Son of Germany, the great hour is come.

"Life does not finish, it passes on and is transformed without rest; the life of the conquered is absorbed by the conqueror; the life of the slain belongs to the slayer; see then how thou canst gather on the breast of thy holy fatherland the life of the world.

"Do not bend to womanish pity toward women and children; the child of the conquered has often been the conqueror tomorrow; and what will victory avail if revenge comes tomorrow? What sort of father wouldst thou be if thou shouldst kill thy enemy and shouldst leave alive the enemy of thy son?

"Son of Germany in arms, forward! Fulminate, shatter, beat down, transfix, devastate, burn, KILL, KILL, KILL!

"The hour of glory opens for us."—*Found on a German prisoner in Italy, and published by Roscoe Thayer, historian of the Italian campaigns.*

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The Battle-Scarred Vindictive After the Attack on Zeebrugge

THE LEAGUE OF NATIONS

Official Summary of the Text of the Proposed League of Nations as Issued from Paris

An official summary of the covenant of the League of Nations was issued in Paris on the afternoon of April 12, and reported by the Associated Press as follows:

"1. The league of nations is founded in order to promote international coöperation and to secure peace. The league will include: (a) the belligerent states named in a document annexed to the covenant; (b) all the neutral states so named; and, (c) in the future any self-governing country whose admission is approved by two-thirds of the states already members of the league.

"A state may withdraw from the league, providing it has kept its obligations to date, on giving two years' notice.

Assembly and Council

"2. The league will act through an assembly comprising not more than three representatives of each of the member states, each state having only one vote, and a council comprising for the present one representative of each of the five great powers and each of four other powers as selected from time to time by the assembly.

"The number of powers of each class represented on the council may be increased by the unanimous consent of the council and a majority of the assembly. Other powers have the right to sit as members of the council during the decision of matters in which they are especially interested.

Each State One Vote

"In the council, as in the assembly, each state will have only one vote. Both these bodies are to meet at stated intervals (the council at least once a year), and at other times if required; both can deal with any matter that is of international interest or that threatens the peace of the world; the decision of both must be unanimous, except in certain specified cases, matters of procedure, for instance, being decided by a majority vote.

"The league will have a permanent secretariat, under a secretary general. The secretariat and all other bodies under the league may include women, equally with men. A permanent court of international justice, and various permanent commissions and bureaus are also to be established.

What States Agree To

"3. The member states agree: (a) To reduce their armaments, plans for such reduction being suggested by the council, but only adopted with the consent of the states themselves, and thereafter not to increase them without the concurrence of the council; (b) to exchange full information of their existing armies and their naval and military programs; (c) to respect each others territory and personal independence and to guarantee them against foreign aggression; (d) to submit all international disputes either to arbitration or to inquiry by the council, which latter, however, may not pronounce an opinion on any dispute whose subject matter falls solely within a state's domestic jurisdiction; in no case to go to war till three months after an award, or a unanimous recommendation has been made, and even then not to go to war with a state which accepts the award or recommendation; (e) to regard a state which has broken the covenant as having committed an act of war against the league, to break off all economic and other relations with it, and to allow free passage through their territories to the troops of those states which are contributing armed force on behalf of the league.

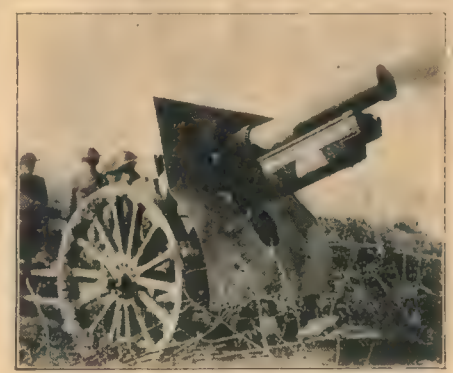
Council Recommends Force

"The council is to recommend what amount of force, if any, should be supplied by the several governments concerned, but the approval of the latter is necessary (states not members of the league will be invited to accept the obligations of the league for the purpose of particular disputes, and if they fail to comply may be forced); (f) not to consider any treaty binding till it has been communicated to the league, which will then proceed to publish it, to admit the right of the assembly to advise the reconsideration of treaties and international conditions which do not accord with present needs, and to be bound by no obligations inconsistent with the covenant.

"A state which breaks its agreements may be expelled from the league by the council.

Monroe Doctrine Stands

"4. The covenant does not affect the validity of international engagements, such as treaties of arbitration or regional understandings like the Monroe Doctrine, for securing the maintenance of peace.



"Calamity Jane" on Meuse Front Firing Last American Shot of the War

"5. The former German colonies and the territories of the Ottoman Empire are to be administered in the interests of civilization by states which are willing to be mandatories of the league, which will exercise a general supervision.

"6. The member states accept certain responsibilities with regard to labor conditions, the treatment of natives, the white slave traffic, the opium traffic, the arms traffic with uncivilized and semi-civilized countries, transit and trade conditions, public health, and Red Cross societies.

"7. The league is recognized as the central body interested in coördinating and assisting international activities generally.

"8. Amendments to the covenants require the approval of all the states on the council and a simple majority of those in the assembly. States which signify their dissent from amendments thus approved are not bound by them, but in this case, cease to be members of the league."

A GREAT ARMY UNIVERSITY

The big base hospital at Beaune, France, has been transformed into a great army university. The main campus of the university covers a square mile and contains nearly 1000 buildings. Four hundred of these buildings are now remodeled for use as classrooms, lecture rooms, laboratories, and recreation and entertainment halls. The remaining buildings are used as dormitories and mess halls.

There are fourteen separate schools or colleges in this university. When it is in full operation it is expected that 40,000 undergraduates, all from the American Expeditionary Forces in France, will be in attendance. The university will be governed as a military post and will be controlled by army authorities.

Advantages Offered Soldiers

The university was organized to bring the advantages of education and special training to members of the American Expeditionary Forces between the signing of the armistice and their embarkation for home. To meet the needs of such a group of men, ranging from illiterates to Harvard graduates, this unique university has offered courses in the following subjects: arts, letters and sciences, applied arts, agriculture, correspondence and business training, journalism, advertising, salesmanship, music, education, medicine, chemistry, mathematics, philosophy, psychology, economies, sociology, geography, all phases of engineering, public health, hygiene, history, all languages, and, lastly, military training where men may prepare to become candidates for West Point.

Educational Leaders

Among the educators directing the work are Dr. John Erskine, Columbia University; Dr. Kenyon L. Butterfield, President of the Massachusetts Agricultural College; Dr. F. E. Spaulding, Superintendent of the Schools of Cleveland; and Colonel Ira L. Reeves, formerly President of Norwich University, who is the commanding officer of the university.

Special features of the university are the athletic fields, the beautiful landscape gardening, and the library stocked with half a million books selected carefully by the American Library Association. The formal opening and dedication of the university took place the week of March 20 with an initial enrollment of approximately 10,000 soldiers. Any member of the American Expeditionary Forces, officer or private, may enroll as a student with free textbooks on full army pay.

OUR WAR RISK INSURANCE

The most extensive insurance company in the world, according to officials in the Treasury Department, is the Bureau of War Risk Insurance which had its small beginning in the basement of the Treasury Building with a staff of twenty employes a year and a half ago. The Bureau now occupies a ten-story building, engages the services of 14,000 clerks, and has a vast staff of inspectors and investigators busy throughout the country. Its activities are divided into five general divisions: allot-

World-Wide Photo Service

The World Peace Conference in Session in the Famous Clock Hall, Quai D'Orsay, French Foreign Ministry Building, Paris

ments and allowances, compensation for disability or death, insurance, reeducation, and civil relief measures.

According to recent reports, the amount of insurance now carried by this concern is approximately $36,000,000,000. The policy holders number about 4,000,000. Practically 95 per cent of the personnel of the army and navy and of the nursing corps of both branches are insured with policies averaging $8700 each. By the end of the first year, the Bureau had paid out about $70,000,000 insurance on over 8000 death claims.

Caring for the Disabled

Under the provisions of the War Risk Insurance Act, all disabled men who are ten per cent disabled from causes suffered in the line of duty are entitled to compensation and to treatment by the Bureau of War Risk Insurance. Up to April 1, 1919, this Bureau has made more than 12,075 awards of compensation to disabled soldiers. These awards carry with them payments amounting each month to more than $712,289.12. The Bureau has already approved compensations amounting to more than $5,000,000. In addition, adequate hospital service has been arranged to take care of the disabled soldiers who are under the control of the Bureau. More than $9,000,000 was appropriated by the last Congress for the treatment of disabled men under the direction of this Bureau.

HELPING DISABLED SOLDIERS

All persons coming in contact with those loyal Americans who were born in other countries but who fought under the Star Spangled Banner in the recent war can be of much service to the Federal Board for Vocational Education by keeping a lookout for any disabled soldier or sailor who might have been discharged from the Army or Navy before making a contact with the Federal Board for training or for other forms of rehabilitation.

The Federal Board has announced that 13,000 disabled soldiers managed to obtain their discharges from the Army and the hospitals before the Board was permitted to make a contact. The names of such men should be sent to the Federal Board at Washington as one very important bit of post-war Americanization work, as these thousands of men have returned to their home communities and may in time become public charges unless they are educated and fitted to make their way without the missing arm or leg, and in spite of other disabilities.

PART OF WESTERN FRONT HELD BY EACH OF THE ALLIED ARMIES

From January 31, 1918, to the signing of the armistice, the western battle front varied in length from about 400 to 535 miles. The per cent of the total western front held by each of the armies on the dates given is as follows:

	Belgian	French	British	U. S.
January 31	5	69	25	1
April 10 (Drive for channel ports)	5	7-	19	6
July 20 (Château Thierry)	4	67	18	11
Steptember 10 (St. Mihiel)	5	54	19	22
November 11 (Signing of Armistice)	6	55	18	21

AMERICAN ARTILLERY RECORD AT ST. MIHIEL

During seven days' preparations for the battle of the Somme, in 1916, the British army used 4,000,000 rounds of artillery ammunition.

Second in amount of artillery ammunition used was the battle of Messines Ridge in 1917, when 2,753,000 rounds were used by the British in seven days. However, the American forces in the battle of the St. Mihiel salient, in 1918, far surpassed this record in intensity of fire, using 1,093,217 shells in four hours.

A LITANY IN THE DESERT

I.

On the other side of the Sangre de Cristo mountains there is a great welter of steel and flame. I have read that it is so. I know nothing of it here.

On the other side of the water there is terrible carnage. I have read that it is so. I know nothing of it here.

I do not know why men fight and die. I do not know why men sweat and slave. I know nothing of it here.

II.

Out of the peace of your great valleys, America, out of the depth and silence of your deep canyons;

Out of the wide stretch of yellow cornfields, out of the stealthy sweep of your rich prairies;

Out of the high mountain peaks, out of the intense purity of your snows;

Invigorate us, O America!

Out of the deep peace of your breast, out of the sure strength of your loins,

Recreate us, O America!

Not from the smoke and the fever and fret, not from the welter of furnaces, from the fierce melting-pots of cities;

But from the quiet fields, from the little places, from the dark lamp-lit nights—from the plains, from the cabins, from the little house in the mountains,

Breathe strength upon us:

And give us the young men who will make us great.—*Alice Corbin Henderson in the Yale Review.*

THE ARMY MENTAL TESTS

(Continued from page 1)

requires only fifty minutes and can be given to groups as large as 500.

The Beta test is a group test for foreigners and illiterates and may be given to groups of from 75 to 300. This test does not depend upon the knowledge of English, as the instructions are given entirely by pantomime demonstration.

Individual tests constitute the third system in use. The Yerkes-Bridges point scale, the Stanford-Binet scale, and the Performance scale are the three forms of individual tests employed. All enlisted men were given either Alpha or Beta tests, according to their degree of literacy. Those who failed in Alpha were given Beta, and those who failed in Beta were given individual tests.

Explanation of Letter Ratings

As a result of the test each man was rated as A, B, C+, C, C—, D, D—, or E. A rating of "A" indicates very superior intelligence, and was ordinarily earned by only 4 or 5 per cent of the draft quota. A "B" rating indicated superior intelligence, less exceptional than that represented by "A," and was obtained by 8 to 10 per cent of the soldiers tested. A high average intelligence is indicated by the "C+" grade. The group earning this grade included from 15 to 18 per cent of the soldiers. A rating of "C" indicates average intelligence, and included about 25 per cent of the enlisted men. "C—" indicates a low average intelligence, and included about 20 per cent of those examined. Approximately 15 per cent of the soldiers received a "D" rating, which indicated inferior intelligence. Such soldiers are usually slow in learning and deficient in initiative. "D—" men are men of very inferior intelligence, but who are considered fit for regular service. "E" men are those whose mental inferiority justifies their recommendation for the development battalion, for special service organizations, for reduction, or for discharge.

Manner of Giving the Test

With the chart before him, the candidate is given Test 1, form 9, as follows:

1. "Attention! 'Attention' always means 'Pencils up.' Look at the circles at 1. When I say 'Go,' but not before, make a cross in the first circle and also a figure 1 in the last circle.—Go!" Allow not over 5 seconds.

2. "Attention! Look at 2, where the circles have numbers in them. When I say 'Go' draw a line from Circle 2 to Circle 5 that will pass *below* Circle 3 and *above* Circle 4.—Go!" Not over 5 seconds.

3. "Attention! Look at the square and triangle at 3. When I say 'Go' make a figure 2 in the space which is in the triangle but not in the square, and also make a figure 3 in the space which is in the square and in the triangle—Go!" Not over 10 seconds.

4. "Attention! Look at 4. When I say 'Go' make a figure 2 in the space which is in the triangle but not in the circle or square and also make a figure 3 in the space which is in the square and circle, but not in the triangle.—Go!" Not over 10 seconds.

5 "Attention! Look at 5. If a captain is superior to a corporal, then, when I say 'Go,' put a cross in the second circle; if not, draw a line under the word NO.—Go!" Not over 10 seconds.

6. "Attention! Look at 6. When I say 'Go' put in the third circle the right answer to the question: 'How many months has a year?' In the fourth circle do nothing, but in the fifth circle put any number that is a wrong answer to the question that you just answered correctly.—Go!" Not over 10 seconds.

7. "Attention! Look at 7. When I say 'Go' cross out the letter just after G and also draw a line under the second letter after H.—Go!" Not over 10 seconds.

8. "Attention! Look at 8. Notice the three circles and the three words. When I say 'Go' make in the first circle the third letter of the first word; in the second circle the first letter of the second word and in the third circle the first letter of the third word.—Go!" Not over 10 seconds.

9. "Attention! Look at 9. When I say 'Go' cross out each number that is more than 60 but less than 70.—Go!" Not over 15 seconds.

10. "Attention! Look at 10. Notice that the drawing is divided into five parts. When I say 'Go' put a 2 or a 3 in each of the two largest parts and any numbers between 6 and 9 in the part next in size to the smallest part.—Go!" Not over 15 seconds.

11. "Attention! Look at 11. When I say 'go' draw a line through every even number that is not in a square, and also through every odd number that is in a square with a letter.—Go!" Not over 25 seconds.

12. "Attention! Look at 12. If 3 is more than 1, then, when I say 'Go,' cross out the number 2 unless 2 is more than 4, in which case draw a line under the number 3.—Go!" Not over 10 seconds."

Reproduction of the Chart Used in Test 1, Form 9, to Test Ability to Follow Directions

Test of Common Sense

In all there are eight tests in Form 9, all together requiring 50 minutes. No two tests measure exactly the same kind of skill, Test 3, for example, is a test of common sense. It presents 16 questions with three answers given to each. The candidate is directed to look at the answers carefully, then make a cross before the best answer to each question. Here are sample questions and answers from Test 3:

1. Cotton fibre is much used for making cloth because,
   - It grows all over the South.
   - It can be spun and woven.
   - It is a vegetable product.

2. Thermometers are useful because,
   - They regulate the temperature.
   - They tell us how warm it is.
   - They contain mercury.

Synonyms and Antonyms

Test 4 presents a series of words in pairs. If the words of a pair mean the same or nearly the same, the candidate is to draw a line under *same*. If the words are opposite or nearly so in meaning, a line is to be drawn under *opposite*. Here are samples of the 40 pairs of words offered in this test:

1. high—low ..... same—opposite
2. slow—fast ..... same—opposite
3. large—great ..... same—opposite
4. danger—safety ..... same—opposite

5. genuine—real ..... same—opposite
6. choose—select ..... same—opposite

Understanding Analogies

Test 7 offers 40 unique exercises. In each, three words are given followed by four others. The candidate must discover the relationship between the first two words, then underline the one of the last four which is similarly related to the third word. A sample exercise is given marked as follows: Sky—blue : : grass—table green warm big. Typical exercises for the candidate to mark are:

1. finger—hand : : toe—box foot doll coat
2. sit—chair : : sleep—book tree bed see
3. skirts—girl : : trousers—boy hat vest coat
4. December—Christmas : : November —month Thanksgiving December early

General Information Tests

Test 8 consists of 40 incomplete sentences. The last word of each sentence is to be supplied by underlining one of the four suggested words. In each case, only one of the words can be used correctly to complete the sentence. Here are typical exercises:

1. The pitcher has an important place in tennis football baseball handball
2. Cribbage is played with rackets mallets dice cards
3. The Holstein is a kind of cow horse sheep goat
4. The most prominent industry of Chicago is packing brewing automobiles flour

Letter Ratings in Points

The 212 points in the eight tests in Form 9 may be transformed to letter ratings as follows: A = 135—212 points; B = 105—134; C+ = 75—104; C = 45—74; C— = 25—44; D = 15—24; D = 0—14.

Purpose of the Tests

In no previous war has so much depended on the prompt and complete utilization of the mental ability of the individual soldier. It was important, therefore, that masses of men be sorted rapidly and classified as nearly as possible according to their special fitness for various lines of service. It has been thoroughly demonstrated, according to experts in psychology, that the intelligence ratings are useful in indicating a man's probable value to the service. The specific purposes of these rating were,

1. To discover men whose superior intelligence suggests their consideration for advancement.
2. To select and assign promptly to the development battalion those of marked mental inferiority.
3. To form organizations of uniform mental strength where such uniformity is desired.
4. To form organizations of superior mental strength where the work to be performed demands such superiority.
5. To select suitable men for various army duties, or for special training in colleges or technical schools.
6. To form training groups within a regiment or battery, so that each may receive the instruction and drill by which he may best profit.
7. To recognize at once the mentally slow as compared with the stubborn or disobedient.
8. To discover those men whose low-grade intelligence renders them either a burden or a menace to the service.

Girls' Canning Club Actively Assisting in Food Conservation

A Group of Esquimo Children Knitting for the Junior Red Cross

HEALTH CHORES IN MODERN HEALTH CRUSADE

The Modern Health Crusade conducted under the auspices of the Junior Red Cross, the National Tuberculosis Association, the Public Health Service, and the National Council of Defense has enlisted many thousand children in an active program of cleanliness and health. These bodies have prepared a statement of health chores to be performed daily by every child who desires to become a Page, a Squire, a Knight, or a Knight Banneret in the Health Crusade. Seventy-two chores done in one week makes a perfect record. To become a Modern Health Crusader and receive a certificate of enrollment and the title of Page in Health Knighthood, the child must do at least fifty-four of the seventy-two chores each week for two weeks. To become a Squire the child must continue this record three weeks after becoming a Page, or for a total of five weeks. To rank as Knight he must perform his chores regularly for five weeks after becoming a Squire, a total of ten weeks. At the end of fifteen weeks the faithful Crusader may become a Knight Banneret. Although the present crusade is almost over, these health rules may be observed at any time with very great profit.

The following is a statement of the chores to be done daily, except the bath:

1. Washing hands before all meals.
2. Washing face, ears, and neck. Cleaning finger nails.
3. Keeping fingers, pencils, and everything unclean out of mouth and nose.
4. Drinking water before meals and bedtime. No tea or coffee.
5. Brushing teeth morning and evening.
6. Ten slow deep breaths of fresh air.
7. More than thirty minutes' play outdoors, or with windows open.
8. Ten hours or more in bed, windows open.
9. Sitting and standing erect; regular attention to every bodily need.
10. Keeping neat and cheerful. Helpful to others.
11. Full bath at least twice a week.

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State Editorial Boards, each consisting of five members appointed by the State Superintendents, represent the classroom teachers of the several States.

The persistent "war problem" of the schools will be to insure that the lessons of the great war are not forgotten.

THE NEW PROBLEM

What will be the permanent influence of the war upon the American public school? It were rash to attempt detailed prophecy, but there is one outstanding tendency that it would be impossible to mistake. No one can doubt that the school must be and will be more intensely American than it has ever been before. In many ways it is a new Nation that schools and teachers are called upon to serve. Patriotism has gained a new meaning. Against the narrow and selfish type of nationalism the Great War has been fought and won. While the primitive pride of conquest and domination has never had a large place in our national life, the converse of this—the direct and unhesitating recognition of obligation and service—has never before been so clear in the national consciousness. It is this spirit that will dominate the American public school and determine its policies and practices.

SUBSTANTIAL GAINS

And the schools will face this duty and this opportunity with resources and advantages that they would not have possessed had it not been for the experiences of the past two years. The dynamic value of coöperation has never before been so clear, and the methods of insuring coöperation have never before been so well understood. The possibilities of learning through doing have never before been so richly realized, and at the same time the importance of knowing what others have worked out has never before been more keenly appreciated. Health and physical well-being have never before been so widely sought, and the conception of good health as an obligation that one owes to the social groups has never before been so effectively demonstrated. The meaning of thrift as a national asset, rather than merely as a condition of individual prosperity, has never before been so forcibly driven home. The handicap that illiteracy and culpable ignorance place in the way of national achievement has never before been so generally recognized. All of these gains will mean that the work of education can go forward more rapidly and more effectively than ever before. They should mean a more liberal policy of the people toward the schools; longer school terms; a much longer average school life; a better prepared, better paid, and more stable and permanent body of teachers; better courses of study; a more skillful adjustment of school work to varying types of need and ability.

WARTIME WORK DONE

With this number, the publication of NATIONAL SCHOOL SERVICE comes to a close. Originally projected to aid the schools in the great work that they were doing to help win the war, it was continued after the signing of the armistice to serve as a medium of communication between the Government and the schools during the period of the peace negotiations. This continuance was requested, not only by many of the teachers, but also by the governmental departments that recognized the importance of reaching the people through the medium of the public schools. But the situation which brought NATIONAL SCHOOL SERVICE into existence has virtually been brought to a conclusion. Most of the schools to which the journal is distributed will close soon after May first; and long before they reopen, the treaty of peace will have been signed. As a wartime enterprise, the mission of NATIONAL SCHOOL SERVICE has terminated.

BENEFITS UNFORGOT

In bringing their work to a conclusion, the members of the editorial staff wish to acknowledge their indebtedness to the readers of the journal, whose suggestions and contributions have been invaluable, and whose frequent expressions of appreciation have been a gratifying source of inspiration and encouragement; to the governmental agencies at Washington, which have coöperated loyally and generously in furnishing material suited to the schools; to the members of the Advisory Editorial Board, whose wise counsel and kindly criticism have been important factors in determining whatever measure of success the efforts of the editors have achieved; to members of the State Consulting Editorial Boards representing the classroom teachers of the states; and, last but by no means least, to Mr. Ford, whose keen appreciation of the importance of the schools in promoting civilian morale led to the establishment of the journal, and to Mr. Pettijohn who continued Mr. Ford's liberal and farsighted policies.

FOREIGN-BORN CITIZENS STAND "AMERICA FIRST" TEST

"Some of the best stuff of America has come out of foreign lands, and some of the best stuff in America is in the men who are naturalized citizens of the United States. I would not be afraid upon the test of "America first" to take a census of all the foreign-born citizens of the United States, for I know that the vast majority of them came here because they believed in America; and their belief in America has made them better citizens. They can say that they have bought this privilege with a great price. They have left their homes; they have left their kindred; they have broken all the nearest and dearest ties of human life in order to come to a new land, take a new rootage, begin a new life, and so by self-sacrifice express their confidence in a new principle; whereas, it cost us none of these things. We were born into this privilege; we were rocked and cradled in it; we did nothing to create it; and it is, therefore, the greater duty on our part to do a great deal to enhance it and preserve it. I am not deceived as to the balance of opinion among the foreign-born citizens of the United States, but I am in a hurry for an opportunity to have a line-up and let the men who are thinking first of other countries stand on one side and all those that are for America first, last, and all the time stand on the other side."—*Woodrow Wilson.*

THE NATIONAL THRIFT PROGRAM

Thrift Course of Study for Elementary Schools is Prepared by Savings Division, Treasury Department

The legislature of Oklahoma has just passed a law making thrift education a part of the State school program. Six other States—Massachusetts, New York, New Jersey, Ohio, Minnesota, and California—already have laws for thrift instruction and school savings. Another foundation for permanent thrift education is "Thrift in the Schools—A Course of Study for the Elementary Grades," just completed by the Savings Division, Treasury Department, for the information of teachers in introducing thrift teaching into the schools.

Course of Study in Thrift

The thrift course of study is designed to give the child an understanding of the essentials of thrift, to train him in habits of conservation and wise use of all his resources, and to create through the schools a sentiment which will lead to the habit of economy in our national life.

Special emphasis is placed on five principles of personal thrift: learning how to keep healthy; learning how to work efficiently; learning how to save time, energy, money, and materials; learning how to spend wisely; learning how to invest money intelligently.

Schools Make Thrift Practice Permanent

The great movement for thrift education will not be permanent or effective unless it finds a place both in the subject matter and in the practice exercises of the school. Geography, history, civics, hygiene, reading, arithmetic, home economics, and shop work can be used to teach lessons of lasting importance in thrift and economy if proper emphasis is given to those aspects of the subject.

Secure the Thrift Course

The Course of Study in Thrift, which can be secured from the local Savings Director, or by addressing the District Savings Director at the nearest Federal Reserve Bank, is designed to place in relief those portions of the various subjects of the curriculum which constitute the material best adapted to the teaching of thrift. While it is intended primarily to be used in connection with subjects now in the curriculum, it may, if desired, form a suggestive basis of special instruction. Among the activities mentioned for the practical work in savings which is necessary if thrift is to become a habit, are the saving of paper and pencils; the care of books, shoes, clothing, and health; boys' and girls' club work; and the purchase of Thrift stamps and War Savings stamps in the school room.

WAR LESSONS THE SCHOOLS SHOULD CONTINUE TO TEACH

1. The study of the history of the Great War.
2. The study and practice of thrift.
3. Emphasis of service as shown in the activities of the Red Cross and the Junior Red Cross.
4. Americanization, good citizenship, and unswerving loyalty.
5. Health conservation and community sanitation.
6. The economical production and conservation of food.
7. Child conservation, as exemplified in saving babies, back-to-school, stay-in-school, and recreation movements.
8. Emphasis of child industrial movements on an educational basis, as in boy's and girls' club and school garden army activities.
9. The wise use of publicity in promoting worthy ends.
10. Cultivation of the League-of-Nations attitude of mind for all.

THE PEACE WE WANT

Come, Peace; not like a mourner bowed
For honor lost an' dear ones wasted.
But proud, to meet a people proud,
With eyes thet tell o' triumph tasted!
Come, with han' grippin' on the hilt,
An' step that proves ye Victory's daughter!
Longin' for you, our spirits wilt
Like shipwrecked men's on raf's for water.

Come, while our country feels the lift
Of a gret instinct shoutin' "Forwards!"
An' knows thet freedom ain't a gift
Thet tarries long in hands o' cowards!
Come, sech ez mothers prayed for, when
They kissed their cross with lips thet quivered,
An' bring fair wages for brave men,
A nation saved, a race delivered!

—*James Russell Lowell, in the Biglow Papers.*

JUNIOR RED CROSS ENTERPRISES

The Junior Red Cross is closing the year with honor. Chapter school committees are contributing money to make good the pledge of the Junior Red Cross to help the children of Europe on whom the war has had cruel effects. With the $500,000 that should be in the "National Children's Fund" by July 1, work should be done which will improve greatly the health and happiness of our youngest allies, and strengthen their friendship for the children of America.

Cleaning Up Work of Year

In addition to the thirty thousand chairs and ten thousand tables now being made by the boys for the new homes of refugees in the devastated areas of France, thousands of garments, many of them made from used materials, are being made by the girls in their sewing classes. The girls are showing commendable ingenuity by making use of hitherto unconsidered trifles in fashioning these garments.

The Forward Look

While plans for the development of the International Red Cross are being worked out at the Congress at Cannes, the Junior Red Cross is arranging to bring a more intimate knowledge of the children of Europe into our schoolrooms.

Two representatives of the Junior Red Cross sailed for Europe last month to collect material concerning the effect of war conditions on the children of various countries. When schools reopen in the fall, this material will be available for use in the schools. Beginning with September, each issue of the *Red Cross Magazine* will contain an article about children in some country of Europe, written on the spot for the children of this country.

In every Red Cross Division this coming year, there is to be a special Junior Red Cross bulletin, containing a great deal of fascinating information concerning children in other lands.

Handbook of Information

There will be placed in the hands of the teacher a handbook of information concerning the conditions of food, shelter, and clothing brought about by the war. How these conditions affect the home life, health, and happiness of foreign children will be shown, with a report of the uses to which the national children's fund was put.

Consequently, during the coming year, the Junior Red Cross has arranged to continue to carry out through the schools a forward-looking program of absorbing interest and of great value educationally.

Rural Schools

THE PATRIOTISM OF PEACE

"I want you," said stern Uncle Sam from a familiar poster. And you, and you, and all of us answered with our money, our time, our abilities large and small, in the service of the nation for which Uncle Sam is a symbol. The war has shown us our strength, but it has also shown us our weaknesses. We were a wasteful people; we have learned to practice thrift, but are we yet thrifty? We discovered among us preventable health defects to an unsuspected extent. We have already begun a nation-wide campaign to eradicate and prevent these defects, but are we yet a healthy people? We found in our army's ranks an alarming percentage of illiteracy, but the task of removing it for the adults and of preventing it for the children of our nation is yet before us. Americanization in its broader meaning is almost a new word. We have just begun to realize the potentialities for citizenship that lie in "Americans all," native and foreign-born alike.

These are our patriotic tasks in peace. They are more prosaic, less stirring, than the white heat activities of war. But they are essential in order that a true government of the people, by the people, for the people may not perish from the earth.

REVIEW OF THE GREAT WAR

Nations involved in 1914: Austria, Serbia, Germany, Russia, France, Belgium, Great Britain, Montenegro, Japan, Turkey, Portugal, entered the war in this order.

Important Events in 1914

Belgium overrun; France invaded. Battle of the Marne, battle of the Aisne; battle of the Yser; first battle of Ypres. Russian invasion of Prussia repulsed with great loss by Hindenburg. Germany beaten in effort to invade Russian Poland; Austrian army driven out of Serbia.

Loss of German colonies: New Guinea and Bismarck Archipelago to Australians; Tsingtan to Japan; Togoland to British.

German fleet driven from the seas, German shipping disappeared. Submarine warfare as yet unimportant.

The War in 1915

Italy declares war against Austria, and Bulgaria sides with Teutonic Allies.

Heavy reverses for the Entente Allies: failure of offensives in Champagne and Flanders; Gallipoli expedition a fiasco; second Russian invasion of Prussia crushed by Hindenburg; all Poland conquered by Central Powers; Serbia overrun.

Greater frightfulness on part of Germany: use of poison gas; war zone about British Isles proclaimed; increased use of submarines; Lusitania sunk. Haig made British commander-in-chief. British conquer German Southwest Africa.

Leading Events of 1916

Roumania entered war against Central Powers; Italy declares war on Germany. Roumania quickly crushed, losing her rich wheat fields and oil lands.

Battle of Verdun, Germans defeated by Petain. Battle of the Somme, Germans driven back nine miles, but Allies unable to break through German lines. Russian offensives against Austrians and in Armenia against Turks. Italians turn Austrian offensive and push to within 13 miles of Trieste.

Great Britain suffers severe reverses in Mesopotamia. Battle of Jutland between British and German fleets. Increased use of submarines. Sussex sunk.

Hindenburg made commander-in-chief of German forces. Lord Kitchener drowned. Compulsory military service adopted in Great Britain; Lloyd George becomes head of British cabinet. Germany confident of victory, makes first proposal of peace. Rejected by Allies.

The War in 1917

United States enters the war, followed by Cuba, Panama, Brazil, Greece, Siam, Liberia, and China. Without declaring war, Bolivia, Guatemala, Honduras, Nicaragua, Haiti, Costa Rica, Peru, Uruguay, and Ecuador break off diplomatic relations with Germany.

Germany enters upon unrestricted submarine warfare.

Withdrawal of German forces on Western front to the "Hindenburg line," from Arras to Soissons. Battle of Cambrai, tanks used effectively, Hindenburg line penetrated.

British capture Bagdad and Jerusalem, and conquer German East Africa.

Inter-Allied War Conference formed. The Russian Revolution, abdication of the Tsar, formation of Kerensky's government, overthrow by Bolsheviki, repudiation of Russia's obligations to Allies. Italy loses fruits of two years' warfare, but finally succeeded in checking Austro-German drive.

The Papal note in the interest of peace. Encouraging reply from Central Powers. Objections advanced by President Wilson.

The Events of 1918

Breakup of Russia. Ukrainia signs separate peace with Central Powers. Brest-Litovsk peace discussion, and treaty of Russia with Germans, made by Bolsheviki.

Roumania makes peace with Central Powers.

President Wilson's Fourteen Point address.

Spring drive of Central Powers in France in region of former battles of the Somme and Cambrai. German advance drives back British and French 35 miles on a front of 60 miles, wiping out gains of 1916 and 1917.

Foch appointed to command United Armies of Allies. Pershing's 100,000 Americans offered to Foch and accepted.

Constantly increasing American Expeditionary Force. Château-Thierry; St. Mihiel. Foch's great offensive begins.

Allied offensive against Austrians and Bulgarians. Continued British attacks in Syria and Palestine. Failure of Austrian offensive against Italy on Piave. Italians begin successful counter offensive.

First German note to President Wilson, asking for peace negotiations. Austro-Hungarian request for an armistice. Armistice signed by Bulgaria, September 29. Austro-Hungary accepts armistice terms. November 4. Turkey's complete surrender, October 31. Armistice terms accepted by Germany, effective November 11.

SEEN IN A NEW LIGHT

Here is a riddle for you: Why was an American transport during the war like an African jungle animal? The answer is, "They were both camouflaged." If you have ever seen a camouflaged ship, you must have wondered how ship painters ever happened to think that those startling streaks and spots of color would make it difficult to see a ship. They learned it from the animals. The tiger, the leopard, the zebra, the giraffe, find it easy to hide, because their brilliant spots and stripes look like spots of sunlight or streaks of shadow in the jungle growth. Many of our own animals, birds, moths, and other insects also have what is called protective coloring. Have you ever noticed them? So you see we have to thank the animals and the peo-

Boys' and Girls' Club Champions Cultivating the Spirit of Good Fellowship in Work

ple who studied them for an idea that helped to win the war.

This is only one of many things which we see today in a new light. Do you know that the tanks that helped scare the Germans into defeat by their uncanny power to climb walls, bridges, ditches, and make their own roads as they went, were based on the principle of a humdrum piece of farm machinery, the caterpillar tractor? To the men who invented that engine of peaceful production we owe part of our victory.

New Emphasis on Health

We used to think our health was our own affair. But we found that the men who had taken care of their teeth and their eyes, and kept their bodies strong and straight by right food and exercise and good habits, were ready for service when the nation needed them, while others were rejected as unfit. By caring for their health in times of peace they helped to win the war.

And how about education? We found nearly one-fourth of our army could read and write so poorly that they could not understand a newspaper or write an ordinary letter. What if all our army had been so unlettered? How then could plans have been made, information communicated, or orders sent over a battle line fifty miles long? The men who had stayed in school through elementary school and high school and college did not know it at the time, but by getting a good education, they were helping to win the war.

New Light on Everyday Things

There are many other simple everyday things which have played their part in the great adventure. Can you ever again look at a spruce tree or a lump of coal without thinking of their share in getting a mighty army across the seas; or can you look at a field of wheat without blessing it for the human lives that depended upon it? What else can you mention that we see in a new light today because of the war?

Now that peace is come, all return to the great peace-time task of making a world good to live in. Camouflage is no longer of value, except to wild animals, but invention, wheat fields, coal mines, forests, health, education—all are as necessary for prosperity in peace as for victory in war.

THRIFT QUESTIONS FOR THOUGHT AND ACTION

Of all the things we saved during the war, which should we continue to save?

Is it always thrifty to save money?

Why should we buy War Savings stamps now?

Does it cost more to put running water in a house or to carry water in from the outside?

What does it cost to maintain a good school? A poor one?

Is it thrifty to deposit in a bank the money that is needed for building or repairing roads?

What changes in arrangement or activities would make for thrift in our school life?

Just what things can we continue to do regularly to show true thrift?

A FACTORY "ACHIEVEMENT" GIRL

Hazel Adams worked each day in a factory in Massachusetts, and lived in a congested part of her home city. When she became interested in boys' and girls' club work, there seemed little chance for her to have a garden. But in order that she might have one, her family moved to the outskirts of the city. The move was a happy one. In addition to the splendid garden which she cares for alone, Hazel joined the pig and chicken clubs. She still continues with her factory work, but the garden, chicken, and pig club activities have been so faithfully cared for that she is an "achievement" girl in all three clubs.

CHILDREN'S CONFERENCES

The close of Children's Year is to be marked by the beginning of a series of child conferences. These will be held in the large cities in every section of the United States. The country community, too, may have a children's conference. Woman's clubs, parent-teacher's associations, church organizations, the Red Cross, and other existing agencies may coöperate to prepare the exhibit and program.

The Children's Bureau, Washington, D.C., has recently issued a very helpful bulletin on child welfare exhibits. A baby-in-the-home exhibit which it suggests includes clothing for baby; sleeping arrangements; bathing arrangements; toys, plain, unpainted; baby killers—long tubed bottles, flies; scales for weighing baby; good and bad carriages; and good suggestions for the care of babies. There are also suggestions for food exhibits, home-play exhibits, the homes of Mrs. Do-Care and Mrs. Don't-Care, a good and a bad dairy, model showing the spread of typhoid, living exhibits, and many others. Addresses are also given of state departments loaning child-welfare exhibits.

CHANT OF LOYALTY

Firm as the furnace heat
  Rivets the bar of steel,
Thus to thy destiny,
  Flag, are we plighted;
One are the hearts that beat,
  One is the throb we feel,
One is our loyalty,
  Stand we united.

—*Elias Lieberman.*

Primary Grades

DAILY PRACTICE IN CITIZENSHIP

"Not on the field where cannon
  Pour shells upon the foe
Can you train the soul of Freedom
  In the things it ought to know.
The old Bell in Philadelphia
  Rang its notes and then was still;
But its voice today is speaking
  From the schoolhouse on the hill."

It is the teacher's duty as an officer of the state to Americanize her pupils and her community. This responsibility exists, no matter what the character of the population represented in her school. Our native Americans need "to be born again in the faith of their fathers." Newcomers to our shores need instruction in ideals of American citizenship. All of us, native and foreign, need daily practice in citizenship.

Opportunity for Americanization

This responsibility has a special significance in the primary school.

Here we have the children at the most impressionable age. The first two years of school life are practically devoted to reading and speaking the English language. It is during these first years that right habits of thinking and acting are begun.

The bond between home and school is naturally much closer while the children are of dependent age.

Through contact with the parents, the teacher knows where illiteracy exists or where English is not spoken within the family circle. She has a real opportunity to do her part in the Americanization of our alien population.

RETURNING BIRD HEROES

Pigeon Company No. 1, arriving in New York the other day on the Ohioan, brought 1000 cages of feathered fighters, many of them veterans. Among them were 100 pigeons captured from the Germans, and some of these fliers still had the messages they bore when taken prisoners. The German birds were distinguishable by leg markers, embossed with profiles of the former Emperor.

One of the pigeons, with one leg missing, returned with a recommendation for the distinguished service cross for services with the lost battalion. This bird, "Cherami" (dear friend) by name, made nine flights through heavy fire, and a bullet scar on the breast attested the bird's "heroism."

When "Cherami" was found with a leg shattered, the globule containing the message was intact. At a base hospital General Pershing came to see the bird and he ordered that the highest medical skill be provided.

"Poilu," another pigeon, lost a leg while on duty with the tanks, and was cited for "bravery."

FLAG DAY PREPARATIONS

Tell the story of the flag to the children. Let them cut out flag poles with flags. Let them draw and color the flag as made by Betsy Ross. Tell them about the home-made flags made by the people of Alsace-Lorraine to welcome the victorious American Army into their land.

Let the children draw or cut a camp—show a flag-pole, tents, a line of soldiers. They may make a blue flag for infantry, a red one for artillery, and a yellow one for cavalry.

Let children cut or paste ships. Tell how ships salute. Draw and color the Union Jack. What flag was displayed on the George Washington with President Wilson on board?

Do you know of any old battle flags? Why are they protected so carefully?

Let the children tell of other flags they know and recognize; the flags of the allies; the Red Cross flag; liberty loan banners.

WHAT THE FLAG STANDS FOR

The flag stands for the past and the present.

It stands for the soldier of Washington whose bare feet left marks of blood on the snow; it stands for Benjamin Franklin and all those early patriots who worked and sacrificed for Freedom.

It stands for the pioneers who conquered the wilderness.

It stands for fathers who toil to earn food, clothes, and the chance to educate their children. It stands for mothers who cook and sew and sacrifice that their children may grow into true Americans.

It stands, too, for the Corn Club boy, the Boy Scout, and the Red Cross girl, who have loyally helped their country during the Great War.

In other words, the flag represents all the brave, true men and women, and loyal boys and girls, who now live, or who have lived, in this great country of ours.

THE STORY OF THE FLAG

"Now we are all ready for Flag Day," said big brother Ben as he raised the bright new American Flag to the top of the flagpole. As little sister Marjorie swung to and fro in the hammock under the trees she could see the pretty folds of the Stars and Stripes lifting lazily in the gentle June breeze.

"Tell me what is red as a rose,
Blue as the sky, white as the snows.
Who knows? Who knows?
'Tis America's beautiful flag."

She hummed the words of the flag song softly to herself.

The flag blew a little in the breeze and sang back to her:

"Tell me my dear as you swing to and fro
What more of the Flag do you really know?"

"Why," said Marjorie, in surprise, "why, I know all about you. I know about Betsy Ross and the first flag of course. I always carry you on Flag Day and salute you and recite poems about you."

Then the forty-eight stars in the sky of blue began to twinkle and twinkle and the Flag said:

"Dear little girl, whoever you are,
Do you know your state? Do you know your star?"

Now that was something that the little girl did not know. The thirty-fourth star twinkled harder than all the rest, and that Star stood for little Marjorie's own beloved sunflower state.

And then something wonderful happened. She never could quite tell how it occurred, but little Marjorie found herself gently caught up in the folds of the flag and carried up and away over the tops of the trees and housetops. The flag sang:

"What is fluttering over the trees,
Bright as a flame, fair as the flowers?"

"Oh, oh, oh!" cried Marjorie as she looked down on the thousands of red, white, and blue banners that fluttered in the wind. "I didn't know there were so many flags in the world."

And the Flag replied proudly:

"Dear little girl, with heart so true,
To-morrow's the birthday of Red, White, and Blue.
This year more flags than ever you see,
For America celebrates Victory."

On they went, until they came to a great camp. She heard the sweet strains of "Star Spangled Banner." Now she could see long lines of soldiers at attention.

"There are the brave men of our army," said the Flag. "They follow me wherever I go, and I lead them to victory."

"But what are those other banners," asked Marjorie.

"Those are the flags of Infantry, Artillery, and Cavalry. All have their flags," came the answer.

"Dear me," said the little girl, "I didn't know there was so much to learn about flags."

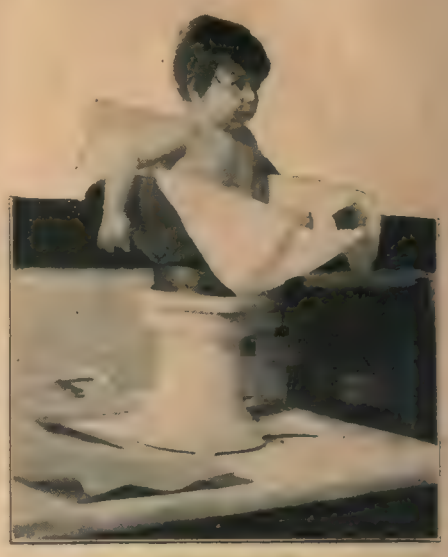
The Flag said:

"Just wait till the Navy flags you see.
Then many the sights for you and me."

Then away, away they sailed until they came to a great vessel. The little girl clapped her hands when she saw the spray dashing over the decks of the great ship.

"Look!" said the Flag.

When Marjorie looked she saw the sailors



Weighing the Baby

saluting the Flag. Another ship appeared. The two vessels saluted each other by raising and lowering their flags.

"There is the Union Jack," said the Flag. "Next to myself, the men of the Navy love that flag most."

"Well," said Marjorie, "there are certainly a great many things to know about our flag."

"Just one more sight to see, little girl," said the Flag.

The wind blew and away they went back to a great city and into a stately white building.

Now the Flag spoke more proudly and tenderly than ever:

"These are the flags so old and torn,
By America's patriots proudly borne.
Under these folds, to set men free,
Soldiers have fought, and won victory."

"Oh, I know," cried Marjorie, "grandfather brought me here once. Why, there is the very flag he carried when he was a soldier. Oh I am so proud of that flag!"

All the forty-eight stars in the Flag twinkled so brightly that they made Marjorie jump suddenly and open her eyes.

"Just in time, little sister," cried big brother Ben. "It's sundown and time to lower the flag."

And Marjorie sprang to her feet and lifted her hand to salute as the flag was lowered.

Intermediate Grades

FLAG OF THE WORLD

Flag of America,
Glorious and free,
Wave nobly Westward
And Eastward o'er sea,
Heralding in Freedom's cause,
"My Country, 'tis of thee!"
Kissed by God's sunlight,
Bathed by man's tears,
Stripe and Star acclaimed afar
As Peace on earth appears,—
Flag of America
Soon anew unfurled
As emblem of the Universe—
Flag of the World!

—*Rosa Danielewicz.*

A SAND TABLE PLAY

Read the brilliant story, "Bottling Submarines" on page 1 and let the children make a sand table model of the Zeebrugge mole and harbor. Cannon and submarine depots may be made of clay. Cruisers and other boats may be constructed of paper or simply cut out of paper and labeled.

After the sand table is finished the children may play the attack with the paper boats while one of their number reads Mr. Carpenter's account.

THE VINDICTIVE

She tugged, all athrob, at her anchors,
She fretted adown the wave;
She would fain be off in the darkness,
Her sons to avenge and to save.

Though steel-decked, at heart she was aching,
For she knew that ere next set of sun
More English ships would be outraged,
More English sons would be gone.

She swung her bow out toward the sea-hills
Beyond whose roundings there lay
The harbor of death-dealing monsters;
She must bottle them ere it was day.

At anchor she lay in the morning,
Exhausted, and bleeding, and old;
She had moaned back home from her daring,
Riddled from pilot to hold.

But she'd saved, ah, yes, she had saved them!
Her wounds with glory were bound.
Vindictive, the mother of Britons—
Let her name through the ages resound!

—*A. W.*

PEACE-TIME COURAGE

The war is over. I may never be a soldier, but I will be brave. Thousands of brave men and women are risking their lives every day in peace time. Brave nurses and doctors are fighting foes they cannot see. Brave scholars are trying dangerous experiments so that we may know more and greater things. Brave miners go down dark shafts daily for our fuel. Brave sailors are always on the sea facing storm and wave to bring us materials from foreign lands. Brave engineers take great risks, driving their trains through the black night. Brave firemen rush into burning houses to save the children. Brave policemen walk into danger without fear. Brave boys save others from drowning. Brave mothers watch their sick babies without sleeping, just as the soldier stands his nightly guard. Thousands of men and women are risking their lives every day in peace time. I may never be a soldier, but I, too, will be brave.

PATRIOTS OF PEACE

[*A group of citizens, mothers, and children on the stage.*]

CITIZEN: Now war is over and peace is upon the earth. We can now return to the old ways.

MOTHER: Yes, I am putting the final touches upon the last garment.

BOY: My Red Cross table is made and there is nothing more to do.

CITIZEN: Our hands are empty.

MOTHER: We have served well since we entered the war. I wonder how much we have really done.

DIFFERENT VOICES: I wonder, I wonder, I wonder.

[*Our Nation appears suddenly at right of stage. As she speaks all turn toward her in surprise.*]

OUR NATION: So, you would like to see your handiwork, my patriots?

ALL: Yes, yes! What have we done?

OUR NATION: [*Calling.*] Come, Service of 1917.

[*Enter Service of 1917 with her workers: Red Cross workers carrying stretcher or knitting, First and Second Liberty Loan Bonds, A Meatless Day, A Wheatless Day, A Fuelless Day, Y.M.C.A. Worker, Knight of Columbus, Salvation Army Lass, Volunteer, and School Teacher, each labeled plainly.*]

SERVICE OF 1917: We are the workers of 1917. Because you helped bring us into war work we were able to do our share in winning. Don't forget us.

WORKERS OF 1917: We willed; we worked; we won!

OUR NATION: We shall always remember you, 1917. [*Service of 1917 departs.*] Come, show us your service, 1918.

[*Enter Service of 1918 with her workers: sixteen little Thrift Stamps and one large W.S.S.; Red Cross Workers showing refugee garments, checker boards, and home-made tables or chairs; Third and Fourth Liberty Loan Bonds hand in hand; Pile of Library Books; Seven United War Workers; School Garden Army; Members of industrial clubs with vegetables, canned goods, signs to show pig and corn clubs, and a group of soldiers, sailors, and airmen standing guard.*]

OUR NATION: Why, Service of 1918, what a wonderful army you have!

SERVICE OF 1918: We are proud of our showing, O Nation! Your helpers gave time, energy, money. We are the result. Together we won the war.

WORKERS OF 1918: We willed, we worked; we won!

OUR NATION: True, 1918 was our banner year, Thanks to you, all! [*Service of 1918 and helpers march off.*] Now, friends, shall we see ourselves in this present year? [*All nod.*] Come, Service of 1919, tell us your story.

[*Enter Service of 1919 with Fifth Liberty Loan Bond, Franklin W.S.S., Health Page, Squire, and Knight.*]

OUR NATION: See, 1919 is not yet past, but she has done much to save money and health.

SERVICE OF 1919: Though the war was over before I came, I am proud of our record.

WORKERS OF 1919: We willed, we worked, we won!

OUR NATION: We are grateful, Service

Patriots of Peace Who Are Enlisted in the School Garden Army

of 1919. Godspeed you through the remaining days! [*Service of 1919 and helpers depart.*]

CITIZEN: The glorious results of almost three years' pulling together!

MOTHER: It is finished.

BOY: Yes, the war is over.

OUR NATION: But, friends, your work has just begun.

ALL: Just begun? Why, the work is over! What do you mean?

OUR NATION: Yes, your work has just begun. Come, Service-Yet-To-Be, show the future. [*Service-Yet-To-Be enters, middle and back of stage with two little children, one at each side.*] Teach these great friends what the war has shown.

SERVICE-YET-TO-BE: See, Americans, this little child, not yet old enough to labor in shop or mine! Protect him with just laws, give him an equal chance. Now, look upon this other foreign-born. Provide him education in our language. He will think the fine thoughts of his adopted land.

MOTHER: Ah, there is still much work to do.

OUR NATION: But that is not all. Attend!

SERVICE-YET-TO-BE: Lo, here is the Teacher! [*Enter Teacher.*] Hers the task to train our citizens. Prepare her, protect her, reward her in her fight against illiteracy.

CITIZEN: Our duty is plain.

SERVICE-YET-TO-BE: Wait, here are others who need you. [*Enter a group of forlorn, underfed children.*] These are not yet strong. Keep the health drive going. Never again shall we hear that many are unfit for public service.

CITIZEN: Our children must be strong. We shall work for that!

SERVICE-YET-TO-BE: Then behold, the unguided children! [*Enter a group of children strong and well with nothing interesting to do.*] Put tools into their hands, interest into their hearts. Make them gardeners, club-members, workers in a big way.

BOY: What an army they will be!

SERVICE-YET-TO-BE: Red Cross! [*Enter a Red Cross Nurse.*] She is the *greatest* Mother in the World. Rest if you will from knitting or sewing but earn and save for her. She will need to help the children of the old world. Save for her!

BOY: I'll begin. Hurrah for the Red Cross!

SERVICE-YET-TO-BE: Our best ally is Thrift. [*Enter Thrift, bright, quick, moving.*] He should be adopted by every soul in our big land. He will save for you and help you to spend wisely. He will faithfully minister unto you once he is well in your service.

ALL: Three cheers! We will adopt him!

SERVICE-YET-TO-BE: Service, service, service, friends! The way is long and rough, but our goal is well worth while. Come, follow!

OUR NATION: [*Unfurling the stars and stripes.*] And on our journey through the years, let us remember the boys who died for us, and take up their battle cry of upward ever, and on!

ALL: Upward ever, working ever, and on!

[*Our Nation leads, Service-Yet-To-Be with her group follows, and the citizens, mothers, and children make ready for their ceaseless work.*]—*A. W.*

Upper Grades and High School

STUDY THE PEACE TREATY

The treaty of peace may be made public by the time that this message reaches the teachers. Every boy and girl in the upper grades should make a study of the terms of this treaty, which will affect the peace and progress of the world for centuries. It is said that the treaty will contain about one hundred thousand words, which is about the size of an ordinary novel. It will be impossible, and unnecessary, for the pupils to study the details of the wording. Analyses will undoubtedly appear in the newspapers and magazines. The brief statements of the different articles will be found to fall into a number of groups. The objects to be attained by the different groups may be memorized. The pupils may also be held responsible for a statement of the most important terms falling within each.

Topics of Greatest Interest

The principal groupings will probably be as follows:

Declaration of the end of hostilities.

Loss of territories by the conquered countries.

Reparation to be made for damage done

Means taken to prevent a renewal of hostilities by Germany and her allies.

The organization of new countries in Europe and elsewhere, and the disposal of territory taken from the Central powers.

Statement of non-independent regions to be governed for the present by "mandatories," but not to be annexed.

Arrangement by which the Peace Conference hopes to prevent future wars or disputes which might lead to wars. This would cover the neutralization of certain land and water routes, such as the Rhine, the Dardanelles, the Cattegat; of railroads, such as those in the Balkans leading to the Adriatic; and of certain ports, such as Dantzig.

THE SCHOOLS IN THE WAR

Need to reach homes of all kinds—well-to-do, poor; educated, ignorant; English-speaking, foreign-speaking; city, country; use of the school organization; enthusiasm of the pupils.

Conservation Activities

1. Money. (a) Liberty Bonds. Appeal to patriotism—to support the soldiers, sailors, and marines who were doing the fighting. Appeal to thrift—best kind of investment guaranteed by the richest nation on earth! Result—many millions of pledges taken through the schools.

(b) Thrift and War Savings stamps—the value of the small savings stressed; the urge of the partially filled thrift card for completion and change into War Savings stamps; interest on Liberty Bonds used to purchase War Savings stamps.

2. Food. (a) Conservation. Weekly talks to pupils on the necessity of saving food; the teaching of conservation and war recipes in domestic science classes; demonstration in school buildings of methods of canning to save an over-abundance of perishable farm products; "Food Problems" and "Food Saving and Sharing" issued by the United States Food Administration and used in arithmetic and physiology classes. (b) The United States School Garden Army—Gardens maintained by individuals and communities; the boys' and girls' working reserve camps, boys and girls enlisted for service on farms and in canning factories. (c) Lessons on saving of fuel, clothes, leather.

Humanitarian Activities

1. The Junior Red Cross. Organized in schools throughout the country; knitted garments, made bandages, comfort pillows, scrap books, and the like for our soldiers; garments for children in the devastated regions of France and Belgium; made tables, splints, and other supplies for hospitals.

2. The Red Cross. School Buildings often used as meeting places for Red Cross auxiliaries under direction of the teachers; pupils enlisted in securing members in the membership drives.

3. The War Chest and other combined war relief drives.

4. Other activities. Collections for maintaining trained kindergarten teachers in France to try to restore to normality war-shocked refugee children; entertainments, proceeds donated to the Red Cross, Y. M. C. A., and other organizations.

5. Continuation of the activity of the Junior Red Cross, now working for American children.

HEALTH PROGRAM

The Public Health Service under Surgeon General Rupert Blue has outlined the following main heads of a complete national health program:

1. Industrial hygiene; 2. Rural hygiene; 3. Prevention of disease of infancy and childhood; 4. National Development of safe water supplies; 5. National development of safe milk supplies; 6. Sewage disposal; 7. Malaria; 8. Venereal diseases; 9. Tuberculosis; 10. Railway sanitation; 11. Municipal sanitation; 12. Health standards; 13. Health education; 14. Collection of morbidity reports; 15. Organization and training for duty in emergency of the reserve of the public health service, the establishment of which was authorized by Congress as a war measure.

SCHOOLS PROFIT BY WAR LESSONS

The schools will not forget some of the lessons learned through participation in war activities. Some of these lessons are negative as well as positive.

Among the lessons that the schools have learned is that school activity can be closely related to what is going on in the world. Schools had to relate their work to outside affairs during the war, and the result was satisfactory. If children are to give declamations, let them use General Pershing's address to the army, or Marshal Foch's appeal. If a pupil is working elementary arithmetic, he can count the price of so many thrift stamps; or if he is doing percentage, let him work on Liberty Bond investments or on income taxes. In foreign languages, the readings may be war stories or letters from children in foreign countries.

Political geography, and more especially economic, received new emphasis from the war, and from the problems of food and material supply involved in its being carried to a victorious conclusion. We must never get back to the point where a pupil can ask if the Palestine mentioned in his geography was the Palestine mentioned in the Bible, or in General Allenby's campaigns.

The war has forced the schools to take stock and to discard, temporarily at least, many parts of the curriculum that seemed less essential than others, in order that there might be time for war activities. There should be careful scrutiny of each

A Philadelphia Safety-First Patrol to Prevent Street Accidents

of these topics before readmitting them as part of the material of instruction.

Schools True Community Centers

We have learned as never before the close relationship that may be developed between the schools and the homes of our country. The school is no longer a thing apart from the community, but is rapidly becoming the very center of the community. The schools must not be allowed to get back to their old position of aloofness. We must realize the responsibility that comes with the new relationship of the school and the community. The schools must not be used for propaganda, political or other. And they will be so used unless school people stand firm to prevent it. The war has shown how well organized schools can be used to carry national messages in wartime.

With the return of normal times let us look over the school work of the war, adopting such of the new that is good, and rejecting such of the old that our recent experience has shown to be useless.

WHY THE CLUBS SHOULD PROTECT BIRDS

The fullest measure of protection possible is due the birds when they are engaged in rearing their families. Birds are an important factor in maintaining the balance of nature necessary to crop production. Just what value this or that bird has in a particular way may be a mooted question between ornithologists on the one side and entomologists on the other but there is none to deny that birds make their large contribution toward producing the food supply of the nation.

Birds Minister to Morale

Aside from their economic importance, the birds are entitled to a large measure of esteem from the sentimental viewpoint. The tufted titmouse whistling through the bare trees, the industrious and cheerful little chickadee leading midget flocks, the mockingbirds singing a summer song when the leaves are gone and the snows are at hand, the cardinal flashing crimson over white fields—these and scores of other birds contribute to the workaday morale of multiplied thousands of men and women.

One prowling cat may, and frequently does, destroy hundreds of such birds during the season of nesting and brood rearing.

Bird Enemies

Very many birds nest in city yards, in parks, in open places adjacent to cities, where the city cat finds little difficulty in getting at them. Indeed, one of the most useful birds, the nighthawk, or bull-bat, rather frequently nests on flat roofs in the business center of cities where the young are at the mercy of any feline marauder. The nighthawk is a tremendous consumer of flying insects. It is one of the bird enemies of mosquitos. Gnats, ants in the winged stage, and various other insects that pester the urban as well as the rural household are also eaten in great numbers by the nighthawks that fly low over cities at and after twilight and again in the early morning.

Gangs of small boys, with the sling-shot mania or the craze for pilfering nests, are no less tireless and hardly less keen of eye than the prowling cat.

Protect Bird Allies

For the most part, boys prey on birds because their attention has not been called to the harmfulness of it. Parents, not merely by telling their sons that birds must not be killed but by showing why they should not be, may convert the boys from bird enemies to bird protectors. Club leaders and teachers, perhaps, can do even more than parents. A notable illustration of what a teacher may do is furnished in one of the larger Southern cities, where the supervisor of drawing is a bird lover. In his visits from school to school for thirty years, he has impressed upon the boys something of the beauty and value of birds. Through

Simmonds Sisters' Champion Popcorn Field, Lewiston, Idaho

the efforts of this teacher—incidental efforts—three generations of children have become bird protectors.

THE MAKING OF TREATIES

On January 18, 1919, the peace delegates assembled in Paris. That was over three months ago. The conference following the Spanish-American War lasted from October 1 to December 10, and that after the Russo-Japanese War from August 9 to September 5, but in those conferences no such complicated questions had to be decided as in the present conference.

When all the decisions are made the preparation of the treaty itself is a long task requiring labor and care. Formerly treaties were written by hand, on vellum, or on specially made paper called "treaty" paper. Now they are typewritten and then printed, after necessary precautions are taken to insure secrecy. For each power engaged a copy is signed and sealed, and though copies may be made, the original is a very precious document guarded carefully by the Nation possessing it.

The treaty of peace is not printed entirely across the page but in parallel columns, one in English, one in French, one in German, one in Italian, according to the number of languages used by the nations involved.

The seals fastened to the treaties are very elaborate and because they are so fragile they are often enclosed in round silver boxes. Most treaties are bound in crimson morocco or red velvet and tied with green silk cords.

The powers sign the treaty in alphabetical order. If this is true, Germany will sign first as the official name of that country is *"Deutches Reich."* America will sign under her official title, *"United States of America."* Austria as *"Osterreich,"* and Brazil as *"Estados Unidos do Brazil."*

THE GREAT WAR
QUESTIONS AND ANSWERS

Readers seeking information on the war are requested to make their questions definite and concise. Naturally questions of general interest will receive first consideration.

What is a "mandatory" power?

Under the plan for the League of Nations it is provided that certain non-independent districts, or even smaller independent countries may, for a time, have their government administered by one of the other nations, under the direction or "mandate" of the executive council of the league. The nation so acting is called a mandatory power, or more briefly, a mandatory.

Who are the German delegates to the Peace Conference?

On April 21, Germany officially notified the Allies that she would send to Versailles the following delegates with full power to negotiate: Count von Brockdorff-Rantzan, the Foreign Minister; Herr Landsberg, Secretary of Publicity, Art, and Literature; Theodore Melchior, general manager of the Warburg bank; Herr Leinert, president of the Prussian Assembly; Herr Ceisberg, Minister of Posts and Telegraphs; and Herr Schuecking. About seventy-five persons will comprise the German peace mission which was officially summoned to Versailles for conference on April 25.

To what extent did American ships transport our troops?

According to an official statement of General Peyton C. March, Chief of Staff, we transported up to the signing of the armistice 2,056,122 men. Of those the British carried 1,047,374; American ships, 898,449; Italian ships, 61,608; and French ships, 48,691. There had been embarked from France up to February 20 for the United States 352,922 men. In that embarkation—in the return of these men—American ships carried 245,688 men, or 70 per cent; British, 75,174, or 21 per cent; French, 16,368, or 5 per cent; Italian, 8773; and all other ships, 6,919.

What is meant by "fabricated" ships?

Fabricated ships are standardized steel vessels made of numbered shapes, made from patterns, thus permitting manufacture in scattered mills and subsequent assembling in the shipyards of the contracting company. They are sister ships, in very large families, giving the economy and speed of quantity production. The first of the fabricated ships for the Emergency Fleet Corporation was the *Agawam*, launched in Newark Bay on May 30, 1918. It was constructed of 27 million shapes or pieces, made by 56 fabricating plants, drawing on 200 foundries and equipment shops for supplies.

Please explain what is meant by "blister" ships.

Blister ships are ships fitted with outer steel casings, or "blisters," extending about fifteen feet from the sides, to protect the ships against torpedoes. The "blister," as an anti-submarine device, was invented by Sir E. H. T. D. Eyncourt in 1915, and for two years the device was tested thoroughly. The sister monitors, *Erebus* and *Terror*, fitted with "blisters," bombarded the German fortifications on the Belgian coast for months. Both were torpedoed. The *Erebus* was struck by three torpedoes in a single attack and survived with slight injuries. At the signing of the armistice the British navy had fifty blister ships in commission, including some of the first battle cruiser squadron and three new dreadnaughts.

PUBLICATIONS OF THE COMMITTEE ON PUBLIC INFORMATION

When the domestic activities of the Committee on Public Information ceased, the remaining stock of its valuable war publications was turned over to the Committee on Education and Special Training of the War Department. These publications are now distributed by the World Peace Foundation, 40 Mt. Vernon Street, Boston. While the supply lasts, high schools, normal schools, colleges, and universities may obtain these publications for free distribution to students of history and current events by paying carriage charges. These publications are distributed in quantities only, and should be ordered at once by those wishing their students to study the best available authentic war publications. Here is a list of the booklets distributed by the World Peace Foundation, 40 Mt. Vernon Street, Boston:

Red White and Blue Series

How the War Came to America. 32 pages.
The President's Flag Day Address, with Evidence of Germany's Plans. 32 pages.
Conquest and Kultur. Quotations from German writers revealing the plans and purposes of pan-Germany. 160 pages.
German War Practices: Part I—Treatment of Civilians. By Dana C. Munro and others. 91 pages.
German Treatment of Conquered Territory: Part II of "German War Practices." By Dana C. Munro and others. 61 pages.
War, Labor and Peace: Some recent addresses and Writings of the President. 18 pages.
German Plots and Intrigues: By E. E. Sperry and W. M. West. 64 pages.

War Information Series

The War Message and the Facts Behind It. 32 pages.
The Nation in Arms. Two addresses by Secretaries Lane and Baker. 16 pages.
The Government of Germany. By Charles D. Hazen. 16 pages.
The Great War: From Spectator to Participant. By A. C. McLaughlin. 16 pages.
A War of Self-Defense. Addresses by Secretary of State Lansing and Assistant Secretary of Labor Post. 22 pages.
American Interest in Popular Government Abroad. By E. B. Greene. 16 pages.
First Session of the War Congress. Complete summary of all legislation. 48 pages.
The German War Code. By G. W. Scott and J. W. Garner. 16 pages.
American and Allied Ideals. By Stuart P. Sherman. 24 pages.
German Militarism and Its German Critics. By Charles Altschul. 48 pages.
The War for Peace. Views of American Peace organizations and leaders in the present war. By Arthur D. Call. 48 pages.
Why America Fights Germany. By John S. P. Tatlock. 13 pages.
The Study of the Great War: A topical outline with extensive quotations and reading references. By Samuel B. Harding. 96 pages.

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A COURSE OF STUDY IN THRIFT

To help make the present national program of thrift instruction a permanent part of school procedure, the Savings Division of the Treasury Department has prepared an outline of a course of study on thrift for use in the elementary schools. The outline represents a scientific effort to correlate thrift instruction with instruction in the regular school subjects.

This outline, prepared by W. H. Carothers, Director of the Educational Section of the Savings Division, is distributed by the twelve District Savings Directors of the National War Savings organization. Every teacher in the United States will find this outline a helpful guide in teaching thrift.

SOLDIERS KILLED IN ACTION OR DEAD FROM WOUNDS

The statistical branch of the General Staff of the United States Army has made public a list of 49,010 men who were killed in action or who died of wounds during the war. The list is classified as follows:

	Officers	Men
Tank corps	10	72
Signal corps	9	303
Artillery	98	1915
Medical	68	698
Engineers	60	1260
Cavalry	2	52
Infantry	1700	41,420
Ordnance	3	67
Air Service	180	235
Quartermaster	6	220
Other	29	604
Totals	2164	46,846

The figures show that the battle deaths for the entire army was 61.2 per thousand for officers and 61.6 for officers and men.